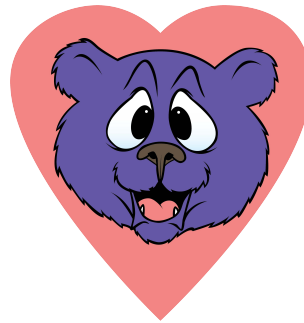


Spring Branch Independent School District

The Bear Blvd. School

2023-2024 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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Bear Blvd. School (BBS) serves students in early education grades to PK within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 78 students from the 2020–2021 school year to the 2021–2022 school year. Enrollment decreased by 27 students during the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 251

2021-2022: Enrollment – 278

2020-2021: Enrollment – 200

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at The Bear Blvd. School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 59.0% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 86.5% At-Risk; 11.6% Immigrant; 2.4% Homeless; and 13.1% of students were identified for special education services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 10 (4.0%)

2021-2022: African American – 8 (2.9%)

2020-2021: African American – 7 (3.5%)

2022-2023: American Indian-Alaskan Native – 5 (2.0%)

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – *

2022-2023: Asian – 14 (5.6%)

2021-2022: Asian – 13 (4.7%)

2020-2021: Asian – 9 (4.5%)

2022-2023: Hispanic – 167 (66.5%)

2021-2022: Hispanic – 210 (75.5%)

2020-2021: Hispanic – 162 (81.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0.0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0.0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0.0 (0.0%)

2022-2023: White – 43 (17.1%)
2021-2022: White – 43 (15.5%)
2020-2021: White – 21 (10.5%)

2022-2023: Two-or-more – 12 (4.8%)
2021-2022: Two-or-more – *
2020-2021: Two-or-more – 0.0 (0.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 217 (86.5%)
2021-2022: At-Risk – 255 (91.7%)
2020-2021: At-Risk – 179 (89.5%)

2022-2023: Economically Disadvantaged – 164 (65.3%)
2021-2022: Economically Disadvantaged – 193 (69.4%)
2020-2021: Economically Disadvantaged – 171 (85.5%)

2022-2023: Emergent Bilingual/English Learner – 148 (59.0%)
2021-2022: Emergent Bilingual/English Learner – 172 (61.9%)
2020-2021: Emergent Bilingual/English Learner – 134 (67.0%)

2022-2023: Gifted and Talented – NA
2021-2022: Gifted and Talented – NA
2020-2021: Gifted and Talented – NA

Note: Identification for G/T begins in the Spring of the Kindergarten year

2022-2023: Homeless – 6 (2.4%)
2021-2022: Homeless – 6 (2.2%)
2020-2021: Homeless – *

2022-2023: Immigrant – 29 (11.6%)
2021-2022: Immigrant – 0.0 (0.0%)
2020-2021: Immigrant – 15 (7.5%)

2022-2023: Migrant – 0.0 (0.0%)
2021-2022: Migrant – 0.0 (0.0%)
2020-2021: Migrant – 0.0 (0.0%)

2022-2023: Special Education – 33 (13.1%)
2021-2022: Special Education – 21 (7.6%)
2020-2021: Special Education – 22 (11.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Demographics Strengths

At Bear Boulevard, we are privileged to serve three and four year old children in our school. Our demographic strengths are as follows:

- We have the privilege of serving a diverse student body with at least fourteen languages spoken in student homes.
- Our PK3 and ECSE programs are aligned to the needs of our students and prepare them for success in prekindergarten and kindergarten.
- Our at risk numbers are stable and appropriate supports are in place to meet the various needs of our students and their families.
- We have seen an increase in enrollment for the 2023-2024 school year, resuming previous enrollments of approximately 271 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our enrollment declined twenty-seven students last school year. **Root Cause:** The onset of the pandemic and rising home prices have impacted enrollment in prekindergarten.

Problem Statement 2: Students and families have divergent needs on our campus, some of which impact a child's ability to learn at school. **Root Cause:** Times are challenging; families are facing economic pressure and correlated stresses resulting from pandemic recovery.

Student Achievement

Student Achievement Summary

The Bear Blvd. School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring:

2021-22: 77% Rapid Letter Naming; 85% Rapid Vocabulary; 97% Early Writing; 97% Social and Emotional Development; 89% Math
2020-21: 79% Rapid Letter Naming; 70% Rapid Vocabulary; 96% Early Writing; 96% Social and Emotional Development; 81% Math
Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in English:

2022-23: 87% Rapid Letter Naming; 71% Rapid Vocabulary; 93% Early Writing; 94% Social and Emotional Development; 88% Math
2021-22: 81% Rapid Letter Naming; 70% Rapid Vocabulary; 98% Early Writing; 97% Social and Emotional Development; 89% Math
2020-21: 75% Rapid Letter Naming; 64% Rapid Vocabulary; 96% Early Writing; 95% Social and Emotional Development; 81% Math
Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report

Below is a summary of the End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

2022-23: 93% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing; 97% Social and Emotional Development
2021-22: 89% Rapid Letter Naming; 83% Rapid Vocabulary; 95% Early Writing; 96% Social and Emotional Development
2020-21: 82% Rapid Letter Naming; 77% Rapid Vocabulary; 96% Early Writing; 99% Social and Emotional Development
Source: Children's Learning Institute (CLI), CIRCLE Progress Monitoring School Summary Report
Note: Math not administered in Spanish

Student Achievement Strengths

Bear Boulevard School for Early Learning is a Model PLC School, one of three prekindergarten centers designated with this honor in the State. Our award was extended for three school years this school year. Our Collaborative Teams worked to norm around learning standards, plan instructional units and use formative assessment to drive instruction all while collaborating around effective instructional strategies. Below are our student achievement strengths for 2022-2023:

End-of-Year (EOY) CIRCLE Progress Monitoring in English:

- BBS saw a 6% increase in students attaining proficiency in Rapid Letter Name and 1% in Rapid Vocabulary

End-of-Year (EOY) CIRCLE Progress Monitoring in Spanish:

- BBS saw a 4% increase in students attaining proficiency in Rapid Letter Name, 10% in Rapid Vocabulary and 1% in Social Emotional Learning sub tests.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At BBS, we see performance gaps in our English classrooms in comparison to our Spanish classrooms. **Root Cause:** While the Spanish language is phonetic in nature, additional supports for all students are needed.

Problem Statement 2: At BBS, we would like to increase the percentages of students meeting and exceeding expectations in Rapid Letter and Rapid Name recognition. **Root Cause:** Children need to be read to daily and exposed to a wide range of spoken vocabulary at school and home.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at The Bear Blvd. School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2021-2022: Beginning – 0.0 FTE (0.0%)

2020-2021: Beginning – 1.0 FTE (8.3%)

2021-2022: 1-5 Years – 2.5 FTE (18.2%)

2020-2021: 1-5 Years – 1.0 FTE (8.3%)

2021-2022: 6-10 Years – 3.0 FTE (22.3%)

2020-2021: 6-10 Years – 2.1 FTE (17.3%)

2021-2022: 11-20 Years – 5.0 FTE (37.2%)

2020-2021: 11-20 Years – 6.0 FTE (49.6%)

2021-2022: 21-30 Years – 3.0 FTE (22.3%)

2020-2021: 21-30 Years – 2.0 FTE (16.5%)

2021-2022: Over 30 Years – 0.0 FTE (0.0%)

2020-2021: Over 30 Years – 0.0 FTE (0.0%)

2021-2022: Total – 20.7 FTE (100%)

2020-2021: Total – 16.5 FTE (100%)

Source: 2021-2022 and 2020-2021 Texas Academic Performance Reports (TAPR)

Staff Recruitment and Retention Strengths

At Bear Boulevard School for Early Learning, we work hard to support and retain our current staff and recruit highly qualified staff when needed. The following are our strengths:

- We have a structure of weekly newsletters and weekly meetings to discuss our school-wide goals, appropriate instructional strategies and resources to use in working to meet those goals and offer supports to teachers when necessary.
- BBS provides administrative support for teachers who are taking part in advanced professional development or encounter children who need specialized supports.

- We have a school counselor and CIS case manager to assist with student and family needs.
- BBS is a model PLC school and engaged in the PLC process in using data to drive instructional planning collaboratively as a group.
- Most of our staff have worked at Bear Boulevard for many years so there is great institutional knowledge and kind collaboration.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: BBS would like to see a higher student enrollment. **Root Cause:** The onset of the COVID-19 pandemic and rising home prices have negatively impacted enrollment.

Problem Statement 2: While BBS staff receive 450 hours of planning per week, there is always a shortage of time for teachers to plan, particularly early childhood staff. **Root Cause:** We traditionally have not provided ancillary planning days at BBS due to budget constraints.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

The Bear Blvd. School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

The Bear Blvd. School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

The Bear Boulevard School for Early Learning staff, in partnership with our CIS Case Manager, work hard to engage with our families and community in service to our students. The following strengths have been identified:

Family Engagement:

- Our 2022-2023 BBS End of Year Family Engagement Survey results indicated that over 97% of our families felt welcome on campus, felt that our safety and security practices were very transparent, and that same percentage of parents accessed both our weekly classroom communication and monthly school newsletter regularly.
- Communities in Schools (CIS) provides specialized supports for our students and families.
- BBS provides daily and/or weekly ClassDojo communication from the teachers, Thursday folders, and monthly newsletters in multiple languages.
- BBS held several parent engagement events for families:
 - Fall and Spring Parent Learning Days
 - CIS Monthly Parent Sessions
 - Rice University Literacy Parent Education Classes (3)
 - Fall and Spring Parent Conferences
 - Two Parades: Storybook and Go Texan Parades

Community Engagement:

The staff at BBS work hard in partnership with our CIS Case Manager to engage with our community to support our families. At this time, the following are our strengths:

- We partner with Cornerstone Academy, an SBISD middle school next door, to provide our students access to the arts and interactions with older students. Our students have attended one school play at CSA this year and their students came over to BBS as volunteer readers in classrooms.
- We partner with AOS, a middle and high school program next door, to have volunteer readers once or twice a school year.
- Our local fire department came to the school to share with all students lessons on fire safety.

- Our CIS created opportunities for our students to give back by hosting food and sock drives for the East Spring Branch Food Pantry and Texas Children's, respectively.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We do not have any community partnerships at this time. **Root Cause:** The root cause is likely the short time frame for which we host our students (i.e. most students attend for only one year).

Problem Statement 2: Parents report that they have difficulty coming to parent education events during the school day. **Root Cause:** Parents report they have work or childcare conflicts.

Problem Statement 3: BBS does not have a PTA or multi-year parent community group. **Root Cause:** The root cause is the fact most of our children are only at BBS for one school year.

Goals

Goal 1: STUDENT ACHIEVEMENT. The Bear Blvd. School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: EARLY LITERACY: By June 2024, The Bear Blvd. School will increase the percentage of students who meet benchmarks on the CIRCLE assessments by 2 percentage points or $\geq 90\%$.

2022-23: English: 87% Rapid Letter Naming; 71% Rapid Vocabulary; 93% Early Writing
78% Phonological Awareness (Baseline Year)
Spanish: 93% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing
99% Phonological Awareness (Baseline Year)

2021-22: English: 81% Rapid Letter Naming; 70% Rapid Vocabulary; 98% Early Writing
Spanish: 89% Rapid Letter Naming; 83% Rapid Vocabulary; 95% Early Writing

Evaluation Data Sources: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1 Details

Strategy 1: Provide professional learning opportunities, instructional supplies for teachers and teacher assistants in early literacy, small group instruction, and phonemic awareness in order to ensure students receive appropriate instruction targeting phonemic awareness, letter identification, sound identification, concepts about print, and reading skills.

Strategy's Expected Result/Impact: Increase the percentage of students meeting end of year literacy expectations.

Staff Responsible for Monitoring: Director, Team Leaders, Teachers and Teacher Assistants

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Substitute Coverage - 211 - Title I, Part A - 211.11.6112 - \$2,278, Contracted Services - 211 - Title I, Part A - 211.13.6299 - \$3,000, Region IV PD - 211 - Title I, Part A - 211.13.6239 - \$1,500, Instructional Supplies - 199 PIC 11 - Instructional Services - 199.11.6399 - \$4,415, Instructional Supplies for Teacher Assistants - 211 - Title I, Part A - \$900

Strategy 2 Details

Strategy 2: Provide literacy materials, books, and workstation supplies for classrooms for teachers to use in providing literacy instruction to their students.

Strategy's Expected Result/Impact: Teachers and students with appropriate books and instructional materials are prepared to lead and participate in effective and engaging literacy instruction each day.

Staff Responsible for Monitoring: Director, Team Leaders, Teachers

Title I:

2.4, 2.5, 2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Other Reading Materials - 211 - Title I, Part A - 211.11.6329 - \$3,350, Instructional Supplies - 211 - Title I, Part A - 211.11.6399 - \$7,000

Goal 1: STUDENT ACHIEVEMENT. The Bear Blvd. School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: EARLY NUMERACY: By June 2024, The Bear Blvd. School will increase the percentage of students who meet benchmarks on the CIRCLE Math assessment by 2 percentage points or \geq to 90%.

2022-23: 88% Math

2021-22: 89% Math

Evaluation Data Sources: CIRCLE Progress Monitoring (EOY CIRCLE assessment data)

Strategy 1 Details

Strategy 1: Provide professional learning opportunities and instructional supplies for teachers and teacher assistants in early numeracy and small group instruction in order to ensure students receive appropriate instruction targeting the development of appropriate number concepts and early numeracy skills.

Strategy's Expected Result/Impact: Well trained teachers with appropriate supplies can move the needle for children and ensure students are ready for kindergarten.

Staff Responsible for Monitoring: Director, Team Leaders, and Teachers

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Instructional Supplies - 211 - Title I, Part A - 211.11.6399 - \$2,802, Substitutes (incl. Medicare, Worker's Comp, TCH Retirement) - 199 PIC 11 - Instructional Services - 199.11.6122 - \$2,050, Overtime for Teacher Assistants - 199 PIC 11 - Instructional Services - 199.11.6121 - \$2,000

Goal 1: STUDENT ACHIEVEMENT. The Bear Blvd. School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2024, The Bear Blvd. School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by 2 percentage points or \geq to 90%.

2022-23: 88% Letter ID (Upper Case); 80% Letter ID (Lower Case); 79% Letter Sound; 70% Concepts About Print

Evaluation Data Sources: EOY District Formative Assessment

Strategy 1 Details

Strategy 1: Provide professional learning opportunities and general materials for the director to continue supporting their instructional and leadership development.

Strategy's Expected Result/Impact: Better trained principal will lead to higher performing teachers and students.

Staff Responsible for Monitoring: Director

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Region IV - 211 - Title I, Part A - 211.23.6239 - \$500, General Materials for the Director/Front Office - 199 PIC 99 - Undistributed - 199.23.6399 - \$3,000, Professional Organization Membership - 199 PIC 99 - Undistributed - 199.23.6495 - \$375, Region IV - 199 PIC 99 - Undistributed - 199.23.6239 - \$650

Strategy 2 Details

Strategy 2: Director will collaborate with campus leadership to recruit, hire, and retain highly qualified teachers and teacher assistants.

Strategy's Expected Result/Impact: Hiring effective teachers leads to strong outcomes for children.

Staff Responsible for Monitoring: Director, Team Leaders

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Provide learning opportunities and instructional supplies for teachers and teacher assistants in the areas of projects, gross motor, positive discipline, and multi-tiered supports.

Strategy's Expected Result/Impact: Effectively trained staff with appropriate resources can meet the varied needs of their children to ensure that all make appropriate progress.

Staff Responsible for Monitoring: Director, Team Leaders

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Special Education Instructional Supplies - 199 PIC 23 - Special Education - 199.11.6399.000.131.23.0.131 - \$1,240, At Risk Instructional Supplies - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.131.30.0.131 - \$200, Tech Equipment - 199 PIC 11 - Instructional Services - 199.11.6146 - \$500, Miscellaneous Operating Expenses - 199 PIC 11 - Instructional Services - 199.11.6499 - \$500, Miscellaneous Operating Expenses (Food) - 199 PIC 99 - Undistributed - 199.23.6499 - \$5,000, Technology - 211 - Title I, Part A - 211.11.6398 - \$1,000

Strategy 4 Details

Strategy 4: Provide a PK Lead Teacher position to coach and mentor other teachers while working with Team Leaders to help standardize campus expectations for PK instruction as a professional learning community.

Strategy's Expected Result/Impact: The PK Lead Teacher will coach and develop teachers which will yield greater student success.

Staff Responsible for Monitoring: Director, PK Lead Teacher

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Provide students opportunities for authentic problem-based learning so that all students (including EB, ED, SE, Homeless and At-Risk) participate in field investigation experiences to the Children's Museum, Zoo, Kindergarten home schools, others) and project learning to provide relevant connections to their learning.

Strategy's Expected Result/Impact: Authentic application of literacy and math skills and connecting to future learning makes learning more purposeful and engaging for students.

Staff Responsible for Monitoring: Director, Team Leaders

Title I:

2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: Transportation - 211 - Title I, Part A - 211.11.6494 - \$3,000, Student Travel (Entry Tickets) - 211 - Title I, Part A - 211.11.6412 - \$2,000

Strategy 6 Details

Strategy 6: The Bear Blvd. School will provide a parent center, parenting program, and materials and host periodic events for our families in order to promote ongoing parent and family engagement and provide the necessary supports for families to use in supporting their children's literacy, numeracy, social skills, and behavioral development.

Strategy's Expected Result/Impact: We hope to strengthen family engagement and provide practical tools for families to use at home.

Staff Responsible for Monitoring: Director and CIS Case Manager

Title I:

2.5, 4.1, 4.2

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Other Reading Materials for Parents - 211 - Title I, Part A - 211.61.6399 - \$2,500, Supplies and Materials - 211 - Title I, Part A - 211.61.6399 - \$1,500, Police Officer Support - 199 PIC 99 - Undistributed - 199.52.6121 - \$430, Front Office Support (Overtime and Subs) - 199 PIC 99 - Undistributed - 199.23.6121 - \$580

Goal 2: STUDENT SUPPORT. The Bear Blvd. School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, The Bear Blvd. School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: The Bear Blvd. School will host multiple parent education trainings throughout the school year that both educate parents on how to foster the development of the three Bear Blvd. School selected Core Characteristics and help them support their child academically and behaviorally, as well. This information will also be presented in our calendars and newsletters to families, as well.

Strategy's Expected Result/Impact: Parents will know and understand three of the SBISD Core Characteristics and have resources to use in supporting their child towards T24 success.

Staff Responsible for Monitoring: Director, CIS, Counselor, Team Leaders

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Funding Sources: Rice University ELLA Parent Education - 211 - Title I, Part A - 211.61.6299 - \$4,000, Family Engagement - 211 - Title I, Part A - 211.61.6499 - \$500

Strategy 2 Details

Strategy 2: The campus Leadership Team will develop strategies to use this year to advance the focus on three Core Characteristics through daily celebrations, morning meetings, routines, procedures, counselor lessons, school events, and classroom instruction.

Strategy's Expected Result/Impact: BBS staff will know and understand three Core Characteristics and how to support their development over the school year.

Staff Responsible for Monitoring: Director, Campus Leadership Team

Title I:

2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture

Goal 2: STUDENT SUPPORT. The Bear Blvd. School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2024, The Bear Blvd. School will implement interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Teacher Assistants will receive regular professional development for the Bear Blvd. School Team Leaders on working with at risk students in the area of literacy and numeracy so they can implement effective strategies with small groups during workshop.

Strategy's Expected Result/Impact: Increasing the effectiveness of our teacher assistants can lead to positive student outcomes and increase the likelihood our teacher assistants feel supported and well trained.

Staff Responsible for Monitoring: Director, Team Leaders

Title I:

2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: The Bear Blvd. School will support the position of school counselor to provide guidance lessons, support LPAC, SSC and 504 processes, help with the Kindergarten transition, partner with our CIS Case manager is supporting students and families, and provide intervention to students struggling in some capacity.

Strategy's Expected Result/Impact: A school counselor can positively affect student learning and behavioral outcomes.

Staff Responsible for Monitoring: Director, Team Leaders, Counselor

Title I:

2.6

- TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: Counselor Salary and Benefits - 211 - Title I, Part A - 211.31.6199 - \$60,295

Goal 2: STUDENT SUPPORT. The Bear Blvd. School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at The Bear Blvd. School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data

Strategy 1 Details

Strategy 1: The Bear Blvd. School will implement the A2A and Hanson programs and accompanying policies.

Strategy's Expected Result/Impact: Parents of early childhood students who understand the merits of and policies behind excellent student attendance are in better position to continue that in upper grades.

Staff Responsible for Monitoring: Director, ADA, CIS and Counselor

Title I:

4.1, 4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: The Bear Blvd. School will host a parent education meeting during back to school to educate parents on attendance policies and best practices for home. Additionally, we will send regular newsletter and teacher messages related to the importance of good attendance.

Strategy's Expected Result/Impact: Parent understanding of the policies will lead to better student attendance.

Staff Responsible for Monitoring: Director, ADA, Counselor, CIS

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: The Bear Blvd. School will host nine week attendance awards and provide incentives for students to maintain strong attendance.

Strategy's Expected Result/Impact: We hope to encourage strong attendance for all BBS Bears.

Staff Responsible for Monitoring: Director, Team Leaders, ADA, Teachers.

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Behavior Intervention Plans

Strategy 1 Details

Strategy 1: The Bear Blvd. School will implement our PAWS positive behavior strategies and discipline matrix by providing positive behavior training to all staff, reviewing student discipline data throughout the year and reviewing expected practices with children daily.

Strategy's Expected Result/Impact: As a result of our work, we hope to see an increase in confident, self-regulate and positive-problem solving students who demonstrate readiness for Kindergarten

Staff Responsible for Monitoring: Director, Team Leaders, Teachers, Counselor

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: The Bear Blvd. School will be investigating implementing more tenets of PBIS at the early childhood level by designating one staff member as our PBIS leader. This leader will investigate PBIS for our campus through setting up site visits, recommending and/or attending professional development sessions at Region IV and elsewhere, and helping our campus implement more PBIS strategies and reward systems for students throughout the year.

Strategy's Expected Result/Impact: As a result of our work, we hope to see an increase in confident, self-regulate and positive-problem solving students who demonstrate readiness for Kindergarten

Staff Responsible for Monitoring: Director, Team Leaders, Teachers, Counselor

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Supplemental Pay - 211 - Title I, Part A - \$750

Strategy 3 Details

Strategy 3: The Bear Blvd. School will provide supplies for the nurse to care for students and ensure that attendance and physical activity are consistent for all students.

Strategy's Expected Result/Impact: Healthy and supported students will be more successful in and out of the classroom.

Staff Responsible for Monitoring: Director, Nurse

Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Clinic Supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.131.99.0.131 - \$1,500

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Strategy 1 Details

Strategy 1: The Bear Blvd. School Safety Team will meet monthly to discuss the EOP, safety issues/needs, plan mandatory drills and determine future staff training and reviews of Standard Response Protocols.

Strategy's Expected Result/Impact: All staff will know and understand the Standard Response Protocols and safety issues will be addressed in a timely manner.

Staff Responsible for Monitoring: Director, Safety Team Members (Front office, custodian, nurse, counselor, daycare, CIS).

Title I:

2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Our Bear Blvd. School Safety team will participate in a campus safety audit.

Strategy's Expected Result/Impact: BBS will develop action plans to address any deficiencies as a result of safety audits.

Staff Responsible for Monitoring: Director and Safety Committee

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus emergency operation procedures documents

Strategy 1 Details
<p>Strategy 1: The Bear Blvd. School Emergency Operations Procedures will be updated annually and align to best practices of the Texas School Safety Center and include a focus on training and using the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in EOPS and regular review of the EOP will help build a culture of safety.</p> <p>Staff Responsible for Monitoring: Director, Safety Team</p>
Strategy 2 Details
<p>Strategy 2: The Bear Blvd. School Safety Team will review the EOP monthly to review practices and responsibilities in relationship to crisis management and the Standard Response Protocols.</p> <p>Strategy's Expected Result/Impact: Ensure staff know the EOP and Standard Response Protocols for BBS well.</p> <p>Staff Responsible for Monitoring: Director and Safety Team</p>

Goal 4: FISCAL RESPONSIBILITY. The Bear Blvd. School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: In an effort to ensure appropriate management of our finances, the Director and Administrative Assistant will meet weekly to review the balances of our budget and discuss needs and upcoming projects to ensure we act in alignment to policies, procedures and deadlines.</p> <p>Strategy's Expected Result/Impact: Compliance with all policies and procedures and effective/strategic use of our budget.</p> <p>Staff Responsible for Monitoring: Director and Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	199.11.6399	\$4,415.00
1	2	1	Substitutes (incl. Medicare, Worker's Comp, TCH Retirement)	199.11.6122	\$2,050.00
1	2	1	Overtime for Teacher Assistants	199.11.6121	\$2,000.00
1	3	3	Tech Equipment	199.11.6146	\$500.00
1	3	3	Miscellaneous Operating Expenses	199.11.6499	\$500.00
Sub-Total					\$9,465.00
Budgeted Fund Source Amount					\$9,465.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Special Education Instructional Supplies	199.11.6399.000.131.23.0.131	\$1,240.00
Sub-Total					\$1,240.00
Budgeted Fund Source Amount					\$1,240.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	At Risk Instructional Supplies	199.11.6399.000.131.30.0.131	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Region IV	199.23.6239	\$650.00
1	3	1	Professional Organization Membership	199.23.6495	\$375.00
1	3	1	General Materials for the Director/Front Office	199.23.6399	\$3,000.00
1	3	3	Miscellaneous Operating Expenses (Food)	199.23.6499	\$5,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Police Officer Support	199.52.6121	\$430.00
1	3	6	Front Office Support (Overtime and Subs)	199.23.6121	\$580.00
3	1	3	Clinic Supplies	199.33.6399.000.131.99.0.131	\$1,500.00
Sub-Total					\$11,535.00
Budgeted Fund Source Amount					\$11,535.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Services	211.13.6299	\$3,000.00
1	1	1	Instructional Supplies for Teacher Assistants		\$900.00
1	1	1	Substitute Coverage	211.11.6112	\$2,278.00
1	1	1	Region IV PD	211.13.6239	\$1,500.00
1	1	2	Other Reading Materials	211.11.6329	\$3,350.00
1	1	2	Instructional Supplies	211.11.6399	\$7,000.00
1	2	1	Instructional Supplies	211.11.6399	\$2,802.00
1	3	1	Region IV	211.23.6239	\$500.00
1	3	3	Technology	211.11.6398	\$1,000.00
1	3	5	Transportation	211.11.6494	\$3,000.00
1	3	5	Student Travel (Entry Tickets)	211.11.6412	\$2,000.00
1	3	6	Other Reading Materials for Parents	211.61.6399	\$2,500.00
1	3	6	Supplies and Materials	211.61.6399	\$1,500.00
2	1	1	Rice University ELLA Parent Education	211.61.6299	\$4,000.00
2	1	1	Family Engagement	211.61.6499	\$500.00
2	2	2	Counselor Salary and Benefits	211.31.6199	\$60,295.00
3	1	2	Supplemental Pay		\$750.00
Sub-Total					\$96,875.00
Budgeted Fund Source Amount					\$96,875.00
+/- Difference					\$0.00
Grand Total Budgeted					\$119,315.00
Grand Total Spent					\$119,315.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00