

Keller Independent School District
Bluebonnet Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The community of Bluebonnet will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Motto

Unify! Leave Your Mark! Panther Pride!

Vision

Bluebonnet Elementary is a diverse community dedicated to building respectful relationships, setting high expectations and achieving academic success.

Value Statement

We Value:

High Student Achievement

Instruction that is:

Intentional

Student-centered

Relevant

Data-driven

Relationships based on:

Collaboration

Mutual Respect

Diversity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bluebonnet Elementary has an enrollment of 574 students in kindergarten through fifth grade elementary campus. BES has a diverse spectrum of special education programs that include STARS, speech, and resource. Other programs offered on our campus include dyslexia, ESL, GT, and Tier II and III interventions. Student demographics are the following: White 240 students at 39%, African-American 70 at 11%, Asian 53 at 9%, Hawaiian/Pacific Islander 3 at 1% and Multiple Races 60 at 10%. 337 students at 54% qualify for Economically Disadvantaged, 76 students at 12% are LEP, 51 students at 8% are GT, 157 students at 25% are SPED, 65 students at 10% are Dyslexic, 12 students are homeless at 2% and 218 students at 35% qualify for At Risk.

Demographics Strengths

Increased proficiency in our 3rd and 4th grades across demographics on Istation data, MAP data and STAAR 2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 54 students are considered At Risk from STAAR results of Spring 2024. **Root Cause:** Need intensive Tier I small group instruction aligned with TEKs to aid in an increase in math achievement.

Student Learning

Student Learning Summary

Grade:	M: DNM	M: App	M: Meets	M: Masters	District: App	State: App	R: DNM	R: App	R: Meets	R: Masters	District: App	State: App
3rd:	20%	80%	52%	22%	81%	69%	16%	84%	58%	26%	84%	75%
4th:	28%	72%	52%	19%	74%	68%	11%	89%	47%	18%	90%	81%
5th:	29%	71%	46%	18%	80%	76%	24%	76%	49%	25%	78%	84%

Student Hispanic Latino	Student White	Student African American	Student Native American Alaskan	Student Asian	Student Hawaiian Pacific Islander	Student Multiple Races	Student Eco Dis	Student LEP	Student ESL	Student GT	Student SPED	Student Military	Student 504	Student Homeless PGM
198 (31.7%)	240 (38.5%)	70 (11.2%)	0 (0.0%)	53 (8.5%)	3 (0.5%)	60 (9.6%)	337 (54.0%)	76 (12.2%)	43 (6.9%)	51 (8.2%)	157 (25.2%)	67 (10.7%)	53 (8.5%)	12 (1.9%)

Student Learning Strengths

On 2024 STAAR, 3rd and 4th grades made significant gains in reading and math from 2023. New curriculum, Istation, LLI kits, and phonics in third grade made a positive impact on reading achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 71% of 5th Graders passed Math on the 2024 STAAR. **Root Cause:** Need intensive Tier I small group instruction aligned with TEKS to aid in an increase in math achievement.

School Processes & Programs

School Processes & Programs Summary

Bluebonnet continues to implement AVID strategies throughout content and grades. Implementation has been effective and is making a positive impact on instruction and achievement. The chart below shows the percentages of our Panther Walk-thrus, for the 3rd Nine Weeks, were found to have used at least a 2 or 3 on the Costa's Level of Thinking Rigor.

School Processes & Programs Strengths

The implementation of AVID and its strategies are across grade level and content areas. There is evidence of this growth within our hallways and classrooms. We implemented PAWS in our 2nd-5th grades this school year. Each teacher has this acronym on their board for each content taught.

P - Plan

A - Academic Vocabulary

W - Written EQ Question

S - Standards/ TEKs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: AVID focus is no longer a priority in the feeder pattern. **Root Cause:** Administration needs to ensure compliance and incorporation of AVID effective instructional strategies are utilized and implemented with fidelity.

Perceptions

Perceptions Summary

Implementation of PIT: Parent Involvement Team has been successful. For 24-25 school year, team will continue to spotlight families throughout the school year and incorporate the information through events, newsletters, announcements and See Saw.

Perceptions Strengths

PIT team was successful with Family Focus on Announcements and an effective and engaging Career Day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication in a variety of means to ensure families are abreast of their child's academic progress and school's culture. **Root Cause:** Parents/families have different types of devices and ways to communicate, so imperative we are flexible and use all types to ensure communication.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- 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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: Increase Student Achievement


Performance Objective 1: 60% of 3rd graders will score meets in reading and math as assessed by 2025 STAAR.


Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Primary and Intermediate Intervention Teachers will conduct intervention instruction in the content areas of reading and math for kindergarten through fifth grade students in Tier III as measured by summative assessments.</p> <p>Measures: Summative and Formative Assessments</p> <p>Staff Responsible for Monitoring: ISTs Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$155,137</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Instructional paraprofessional will aid our IST teachers in the content areas of reading and math for kindergarteners through fifth graders in Tier III as measured by summative assessments.</p> <p>Measures: Summative and Formative Assessments</p> <p>Staff Responsible for Monitoring: ISTs Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$21,029</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Extra Duty Pay for teachers to attend/host/plan 3 Title Nights for families.</p> <p>Measures: Formative Assessments</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$1,200</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Extra Duty Pay for before/after school tutoring to meet the tutoring requirements for HB1416. 3rd, 4th and 5th grade students who did not meet STAAR passing rate in math and/or reading will attend.</p> <p>Measures: Formative and Summative Assessments</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$11,000</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Sub pay for a day of planning for each grade level team. Teams will plan, assess and analyze data together to ensure highly effective Tier I instruction.</p> <p>Measures: Formative and Summative Assessments</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$2,900</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: 3rd, 4th and 5th grade teachers will receive a sub for small group instruction in the spring semester. Using MAP data, Istation data and STAAR Interim, teachers will design small instructional groups to reteach essential math and/or reading concepts.</p> <p>Measures: Formative and Summative Assessments Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$3,400</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Purchase of headphones for all students Kinder through 5th grade to aid in Tier II instruction and using summative assessments.</p> <p>Measures: Assessments, Walk-thrus Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$700</p>	Progress		
	Dec	Apr	July
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Purchase of NWEA MAP Science Assessment for all third and fourth graders to assess students' scientific knowledge and use of scientific vocabulary.</p> <p>Measures: MAP Benchmark Assessment Staff Responsible for Monitoring: Administration and Science Teaching Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$600</p>	Progress		
	Dec	Apr	July
Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Utilization of AVID instructional strategies, Costa's Questioning and organizational strategies for all students to enhance rigor and student achievement.</p> <p>Measures: Summative and Formative Assessments Staff Responsible for Monitoring: Administration AVID Coordinators</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Increase Student Achievement

Performance Objective 2: 75% of 4th and 5th graders will score approaches in reading and math as assessed by 2025 STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Intermediate Intervention Teachers will conduct intervention instruction in the content areas of reading and math for kindergarten through fifth grade students in Tier III as measured by summative assessments.</p> <p>Measures: Summative and Formative Assessments</p> <p>Staff Responsible for Monitoring: ISTs Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$155,137</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Instructional paraprofessional will aid our IST teachers in the content areas of reading and math for kindergarteners through fifth graders in Tier III as measured by summative assessments.</p> <p>Measures: Summative and Formative Assessments</p> <p>Staff Responsible for Monitoring: ISTs Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$21,029</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Extra Duty Pay for before/after school tutoring to meet the tutoring requirements for HB1416. 3rd, 4th and 5th grade students who did not meet STAAR passing rate in math and/or reading will attend.</p> <p>Measures: Formative and Summative Assessments Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$11,000</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Sub pay for a day of planning for each grade level team. Teams will plan, assess and analyze data together to ensure highly effective Tier I instruction.</p> <p>Measures: Formative and Summative Assessments Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$2,900</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: 3rd, 4th and 5th grade teachers will receive a sub for small group instruction in the spring semester. Using MAP data, Istation data and STAAR Interim, teachers will design small instructional groups to reteach essential math and/or reading concepts.</p> <p>Measures: Formative and Summative Assessments Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$3,400</p>	Progress		
	Dec	Apr	July

Action Step 6 Details

Progress Reviews

Action Step 6: Purchase of headphones for all students Kinder through 5th grade to aid in Tier II instruction and using summative assessments.

Measures: Assessments, Walk-thrus

Staff Responsible for Monitoring: Administration

Title I:

2.4

- **TEA Priorities:**

Build a foundation of reading and math

Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$700


Progress


Dec

Apr

July

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Excellence in Student, Parent and Community Relationships

Performance Objective 1: By May 2025, 90% or more of families and staff will utilize social media, See Saw communication platform and campus newsletters to engage and stay informed about Bluebonnet's events, academics and instruction.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Three academic events and a STAAR event with focus on mathematics and reading will be hosted during the school year.</p> <p>Measures: Title I Agendas/Minutes/Sign-in sheets Family Surveys Facebook Activity See Saw Activity</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By May of 2025, there will be less than 3% of staff not returning to campus for the '25-'26 school year.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Monthly staff survey for staff member and teacher of the month. Winners of the month receive small gift from admin staff, and pictures are taken and posted in main office.</p> <p>Measures: n/a</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Sunshine Committee celebrates staff through monthly events, birthdays and holidays.</p> <p>Staff Responsible for Monitoring: Administration Committee Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1			\$155,137.00
1	1	2			\$21,029.00
1	1	3			\$1,200.00
1	1	4			\$11,000.00
1	1	5			\$2,900.00
1	1	6			\$3,400.00
1	1	7			\$700.00
1	1	8			\$600.00
1	2	1			\$155,137.00
1	2	2			\$21,029.00
1	2	3			\$11,000.00
1	2	4			\$2,900.00
1	2	5			\$3,400.00
1	2	6			\$700.00
Sub-Total					\$390,132.00