

# Spring Branch Independent School District

## The Bear Blvd. School

2025-2026



# Mission Statement

Our reach for our students should exceed our grasp to set the foundation for T-2-4 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** serves students in early education grades to PK within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of eight students from the 2023–2024 school year to the 2024–2025 school year.

### Enrollment Trends:

2024-2025: Enrollment – 257

2023-2024: Enrollment – 265

2022-2023: Enrollment – 251

*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 2024–2025 school year, 66.2% of the students were identified as Emergent Bilingual (EB); 84.4% At-Risk; 14.4% Immigrant; and 11.7% of students were identified for special education services.

### Demographic Trends: Race/Ethnicity

2024-2025: African American – 12 (4.7%)

2023-2024: African American – 12 (4.5%)

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

2024-2025: American Indian-Alaskan Native – \*

2023-2024: American Indian-Alaskan Native – \*

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

2024-2025: Asian – 19 (7.4%)

2023-2024: Asian – 20 (7.6%)

2022-2023: Asian – 14 (5.6%)

2024-2025: Hispanic – 188 (73.2%)

2023-2024: Hispanic – 177 (66.8%)

2022-2023: Hispanic – 167 (66.5%)

2024-2025: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2024-2025: White – 32 (12.5%)  
2023-2024: White – 49 (18.5%)  
2022-2023: White – 43 (17.1%)

2024-2025: Two-or-more – \*  
2023-2024: Two-or-more – 6 (2.3%)  
2022-2023: Two-or-more – 12 (4.8%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2024-2025: At-Risk – 217 (84.4%)  
2023-2024: At-Risk – 218 (82.3%)  
2022-2023: At-Risk – 217 (86.5%)

2024-2025: Economically Disadvantaged – 194 (75.5%)  
2023-2024: Economically Disadvantaged – 169 (63.8%)  
2022-2023: Economically Disadvantaged – 164 (65.3%)

2024-2025: Emergent Bilingual – 170 (66.2%)  
2023-2024: Emergent Bilingual – 142 (53.6%)  
2022-2023: Emergent Bilingual – 148 (59.0%)

2024-2025: Gifted and Talented – NA  
2023-2024: Gifted and Talented – NA  
2022-2023: Gifted and Talented – NA

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

2024-2025: Homeless – \*  
2023-2024: Homeless – \*  
2022-2023: Homeless – 6 (2.4%)

2024-2025: Immigrant – 37 (14.4%)  
2023-2024: Immigrant – 28 (10.6%)  
2022-2023: Immigrant – 29 (11.6%)

2024-2025: Migrant – 0 (0.0%)  
2023-2024: Migrant – 0 (0.0%)  
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 30 (11.7%)  
2023-2024: Special Education – 24 (9.1%)  
2022-2023: Special Education – 33 (13.1%)  
*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 serve a diverse student body with at least fourteen languages spoken in student homes.
- Our PK3, PK4, and Early Childhood Special Education programs are aligned to the needs of our students and prepare them for success in kindergarten.
- Our at risk numbers are stable and appropriate supports are in place to meet the various needs of our students and their families.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Low parent participation in academic learning events and parent trainings has a negative impact on the academic performance and progress of struggling students.

**Root Cause:** Parents often juggle different issues at home such as having multiple jobs, lack of transportation, lack of childcare, and lack of awareness of how to support their child at school and at home.

**Problem Statement 2:** Late enrollment of students with no prior schooling interferes with our ability to help them meet end of the year expectations.

**Root Cause:** Influx of new families in the area who lack awareness of the opportunity to enroll in an early childhood program.

# 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. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

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

2024-25: 97% Rapid Letter Naming; 87% Rapid Vocabulary; 95% Early Writing; 96% Social and Emotional Development; 97% Math

2023-24: 93% Rapid Letter Naming; 87% Rapid Vocabulary; 97% Early Writing; 99% Social and Emotional Development; 94% Math

2022-23: 87% Rapid Letter Naming; 71% Rapid Vocabulary; 93% Early Writing; 94% Social and Emotional Development; 88% 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:**

2024-25: 97% Rapid Letter Naming; 93% Rapid Vocabulary; 91% Early Writing; 96% Social and Emotional Development

2023-24: 93% Rapid Letter Naming; 80% Rapid Vocabulary; 87% Early Writing; 95% Social and Emotional Development

2022-23: 93% Rapid Letter Naming; 93% Rapid Vocabulary; 96% Early Writing; 97% 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 during the 2023-2024 school year.

Our Collaborative Teams worked to set norms around learning standards, plan instructional units, and use formative assessment to drive instruction while collaborating around effective instructional strategies.

Below are our student achievement strengths for 2024-2025.

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

Increase in students meeting proficiency in:

- Rapid Letter Naming (4%)

- Phonological Awareness (4%)
- Optional Phonological Awareness (4%)
- Social Emotional (1%)
- Math (3%)

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

- Rapid Letter Naming (4%)
- Rapid Vocabulary (13%)
- Writing (4%)
- Social Emotional (1%)
- Phonological Awareness (5%)
- Optional Phonological Awareness (2%)
- Math (3%)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Low parent participation in academic learning events and parent trainings has a negative impact on the academic performance and progress of struggling students.

**Root Cause:** Parents often juggle different issues at home such as having multiple jobs, lack of transportation, lack of childcare, and lack of awareness of how to support their child at school and at home.

**Problem Statement 2:** Some of the students who enroll in the middle of the school year without formal schooling are not able to meet end of year expectations.

**Root Cause:** Influx of families moving into apartments in the area mid year bring their kids with no prior schooling and parents are unable to provide support at home due to challenging circumstances in their home work life.

**Problem Statement 3:** Excessive student absences and tardies have a negative impact in student performance

**Root Cause:** Parents with prior experiences with daycare or mother's day out programs believe attendance is optional or flexible and they do not bring their child to school daily and on time.

# 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
- On boarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2023-2024: Beginning – 0.0 FTE (0.0%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2021-2022: Beginning – 0.0 FTE (0.0%)

2023-2024: 1-5 Years – 1.0 FTE (7.1%)

2022-2023: 1-5 Years – 2.0 FTE (14.3%)

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

2023-2024: 6-10 Years – 2.0 FTE (14.3%)

2022-2023: 6-10 Years – 3.0 FTE (21.4%)

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

2023-2024: 11-20 Years – 7.0 FTE (50.0%)

2022-2023: 11-20 Years – 6.0 FTE (42.9%)

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

2023-2024: 21-30 Years – 3.0 FTE (21.4%)

2022-2023: 21-30 Years – 2.0 FTE (14.3%)

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

2023-2024: Over 30 Years – 1.0 FTE (7.1%)

2022-2023: Over 30 Years – 1.0 FTE (7.1%)

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

2023-2024: Total – 14.0 FTE (100%)

2022-2023: Total – 14.0 FTE (100%)

2021-2022: Total – 13.5 FTE (100%)

*Source: 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 implement weekly newsletters and collaborative meetings to discuss our schoolwide goals, appropriate instructional strategies, and resources to meet our goals.
- There is 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.
- We are a model PLC school and engaged in the PLC process in using data to drive instructional planning collaboratively as a group.
- Many of our staff members have worked at Bear Boulevard for several years so there is great institutional knowledge and kind collaboration.

## **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Retaining teacher assistants from year to year.

**Root Cause:** Low pay and increase amount of teacher assistants going through the teacher certification programs in college.

**Problem Statement 2:** Finding qualified and certified Bilingual teachers to fill new positions.

**Root Cause:** Bilingual teachers are struggling to pass all assessments to meet requirements to be certified.

# 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 12,000+ volunteers. **The Bear Blvd. School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

## 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 2023-2024 End of Year Family Engagement Survey results indicated over 98.6% of our families felt welcome on campus and felt our safety and security practices were transparent.
- Our 2023-2024 End of Year Family Engagement Survey results indicated over 98.6% of our families accessed both our weekly classroom communication and monthly school newsletter regularly. 100% of parents surveyed felt their teacher communicated frequently with them.
- Communities in Schools (CIS) provides specialized supports for our students and families.
- BBS provides daily and/or weekly 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

### 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.

- 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:** Low parent participation in academic learning events and parent trainings has a negative impact on the academic performance and progress of struggling students.

**Root Cause:** Parents often juggle different issues at home such as having multiple jobs, lack of transportation, lack of childcare, and lack of awareness of how to support their child at school and at home.

**Problem Statement 2:** Late enrollment of students with no prior schooling interferes with our ability to help them meet end of the year expectations.

**Root Cause:** Influx of new families in the area who lack awareness of the opportunity to enroll in an early childhood program.

**Problem Statement 3:** BBS has very few community partnerships at this time.

**Root Cause:** Lack of resources at the campus level to work on outreach initiatives to recruit community partnerships. Families are at BBS for one year so they do not engage other community partners with the school as much as they could have.

**Problem Statement 4:** Parents report that they have difficulty coming to parent education events during the school day.

**Root Cause:** Parents report they have work, childcare and/or transportation conflicts.

# 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 2026, The Bear Blvd. School will increase the percentage of students who meet benchmarks on the CIRCLE assessments by 2 percentage points or  $\geq 90\%$ .

2024-25

English: 97% Rapid Letter Naming; 87% Rapid Vocabulary; 95% Early Writing; 96% Phonological Awareness  
Spanish: 97% Rapid Letter Naming; 93% Rapid Vocabulary; 91% Early Writing; 99% Phonological Awareness

2023-24

English: 93% Rapid Letter Naming; 87% Rapid Vocabulary; 97% Early Writing; 92% Phonological Awareness  
Spanish: 93% Rapid Letter Naming; 80% Rapid Vocabulary; 87% Early Writing; 94% Phonological Awareness

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

## Strategy 1 Details

**Strategy 1:** Provide professional learning opportunities in critical areas such as early literacy, project approach, phonemic awareness, early numeracy, and behavior management to support the delivery of quality instruction and increase student achievement in all areas.

1. Provide the opportunity for the Director, teachers, and assistants to attend conferences and professional development in order to bring back new teaching strategies to be implemented in the classroom.
2. Offer trainings to parents on different ways to help students at home with their academic and social emotional development.
3. Offer opportunities for book studies with various stakeholders

**Strategy's Expected Result/Impact:** Increase student achievement in all areas as measured by CIRCLE and formative assessments.

**Staff Responsible for Monitoring:** Director, Team Leaders, Teachers, Interventionist, Admin Assistant

**Title I:**

2.53, 2.534

- **TEA Priorities:**

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:** Substitutes Professional Staff - 211 - Title I, Part A - 6112 - \$1, Region 4 PD-Teachers - 211 - Title I, Part A - 6239 - \$800, Region 4 PD - Director - 211 - Title I, Part A - 6239 - \$200, Misc. Contracted Services -Teachers PD - 211 - Title I, Part A - 6299 - \$1,500, Misc. Contracted Services & Substitutes - 211 - Title I, Part A - 6299 - \$799, Misc. Contracted Services -Director - 211 - Title I, Part A - 6299 - \$1, Employee Travel-Teachers - 211 - Title I, Part A - 6411 - \$1, Employee Travel -Director - 211 - Title I, Part A - 6411 - \$1, Misc. Operating Expenses - 199 PIC 99 - Undistributed - 6499 - \$2,625

### Strategy 2 Details

**Strategy 2:** Purchase books, literacy materials, supplies for use in the classroom during instruction and outdoors for motor lab to develop gross motor skills. These resources will help students acquire foundational literacy skills in order to meet Pre-K end of year expectations.

**Strategy's Expected Result/Impact:** Teachers will be able to improve the effectiveness of their instruction by engaging students in interactive learning through the use of hands-on activities and creative resources. This will result in an increase in student performance in all areas.

**Staff Responsible for Monitoring:** Director, Team Leaders, Interventionist, teachers

**Title I:**

2.51, 2.52, 2.53

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **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 - 6329 - \$3,000, Supplies and Materials - 211 - Title I, Part A - 6399 - \$15,448, Other Reading Materials - Director - 211 - Title I, Part A - 6329 - \$200, Supply/Materials - 199 PIC 11 - Instructional Services - 6399 - \$4,000, Supply/Materials - 199 PIC 30 - At Risk School Wide SCE - 6399 - \$1,000

### Strategy 3 Details

**Strategy 3:** Implementation of the project block to support meaningful learning opportunities across all content areas. Projects will provide students with opportunities to learn about topics of their choice while having interdisciplinary experiences in both their first and second language. Teachers will have the opportunity to plan study trips to extend the learning outside of the school. Parents will be invited to attend at least one field trip with their child. Field trips also include the transition visits to our feeder elementary schools.

**Strategy's Expected Result/Impact:** 1. Students will learn about topics of their choice and will be able to share their learning with their parents in both languages.

2. Students and parents will be able to share real life learning experiences with their child.

3. Students will increase their background knowledge, vocabulary, language skills, numeracy and literacy concepts through projects.

4. Increase parental involvement.

**Staff Responsible for Monitoring:** Director, Teachers, Interventionist.

**Title I:**

2.51, 2.52, 2.53, 2.535

- **TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **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:** Student Travel - 211 - Title I, Part A - 6412 - \$3,998, Student transportation - 211 - Title I, Part A - 6494 - \$3,000, Supplies and Materials for Projects - 211 - Title I, Part A - 6399 - \$2,000

**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 2026, 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%.

2024-25: 97% Math

2023-24: 94% Math

2022-23: 88% Math

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

### Strategy 1 Details

**Strategy 1:** Provide teachers, interventionists, and paraprofessionals with professional learning opportunities and instructional materials in the area of early numeracy and small group instruction.

**Strategy's Expected Result/Impact:** 1. Increased expertise in the use of effective instructional practices will result in increased student achievement and kindergarten readiness.

2. Sustained and/or increased student performance in early numeracy skills and number concepts.

**Staff Responsible for Monitoring:** Director, Teachers, Interventionist

**Title I:**

2.51, 2.52, 2.53, 2.534

**- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Other Reading Materials -Teachers - 211 - Title I, Part A - 6329 - \$1,000, Supplies and Materials - 211 - Title I, Part A - 6399 - \$1,500

**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 2026, 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%.

2024-25: 95% Letter ID (Upper Case); 92% Letter ID (Lower Case); 93% Letter Sound; 93% Concepts About Print

2023-24: 93% Letter ID (Upper Case); 88% Letter ID (Lower Case); 86% Letter Sound; 74% Concepts About Print

**Evaluation Data Sources:** EOY District Formative Assessment

### Strategy 1 Details

**Strategy 1:** Conduct ongoing PLCs to analyze data and hold middle of the year data conferences to review student progress and identify students needing intervention supports.

**Strategy's Expected Result/Impact:** 1. Creation of intervention action plans with targeted instruction 2-3 times per week.  
2. Increased student performance and closing achievement gaps.

**Staff Responsible for Monitoring:** Interventionists, Team Leaders, Director

**Title I:**

2.51, 2.52, 2.53, 2.534

**- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** Provide a Lead Teacher position to mentor other teachers while working with team leaders to deliver quality professional development, ensure consistent implementation of campus expectations, and support planning and data digs.

**Strategy's Expected Result/Impact:** The Pre-K Lead Teacher will coach and help develop teachers and assistants which will yield greater student success

**Staff Responsible for Monitoring:** Interventionist - Lead Teacher, Director

**Title I:**

2.51, 2.52, 2.53, 2.534

**- 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 3 Details

**Strategy 3:** The Bear Blvd. School will offer multiple opportunities for family engagement through parent trainings, take home instructional resources, meetings with the Director, school activities, field trips, and events after school.

- Strategy's Expected Result/Impact:**
1. Increase parent knowledge and awareness on academic expectations in Pre-K and how to help their child at home.
  2. Improve parenting skills, home routines, study habits, health and wellness.
  3. Improve student behavior, social and emotional well-being, and academics performance as a result of increased parental involvement.
  4. Increase communication between all stakeholders.

**Staff Responsible for Monitoring:** Director, CIS, Interventionist/Lead Teacher

**Title I:**

2.51, 2.52, 2.53, 2.535

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- 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:** Supplies and Materials-families - 211 - Title I, Part A - 6399 - \$3,000, Other Reading Materials - 211 - Title I, Part A - 6329 - \$2,000, Misc. Operating expenses (snacks) - 211 - Title I, Part A - 6499 - \$1,000, Misc. Contracted Services (outside training for Parents) - 211 - Title I, Part A - 6299 - \$500

**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 2026, 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:** Secure a full time Communities in School Liaison (CIS) that will support our school in several initiatives that will enhance our program as follows:

1. Academic enhancement and support including academic support in small groups.
2. College and career awareness including preparation and transition.
3. Health and human services including mental health and basic needs.
4. Parental and family engagement including parent trainings, home visits, and consultation.
5. Supportive guidance and counseling, both individual and group, for students with behavior concerns.
6. Enrichment activities including school activities during and after school to increase parental involvement.

**Strategy's Expected Result/Impact:** CIS supports administration with attendance, parental involvement, and providing support to our families. CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process.

Connect parents with services needed for basic needs such as food, clothing, utilities, and rent.

**Staff Responsible for Monitoring:** Director, CIS Liaison

**Title I:**

2.51, 2.53, 2.533

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- 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:** Misc. Contracted Services -CIS - 211 - Title I, Part A - 6299 - \$30,219

### Strategy 2 Details

**Strategy 2:** The Bear Blvd. School will secure a behavior Interventionist to provide guidance lessons, social skills lessons, support LPAC, SSC, and 504 processes and coach teachers with behavior strategies in the classroom. She will also help with the transition visits to Kindergarten and partner with our CIS Case Manager in supporting our students and their families.

**Strategy's Expected Result/Impact:** Positive impacts on student behavior and student academic progress.

**Staff Responsible for Monitoring:** Director, Interventionist

**Title I:**

2.51, 2.52, 2.53, 2.535

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

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

### Strategy 3 Details

**Strategy 3:** Provide excellent schoolwide customer service by helping families and staff meet the needs of our community. We strive to have a high functioning and efficient front office personnel who provides support to staff members, families, and students and is able to communicate with parents in the language they can understand. We will bring substitutes into the classrooms to ensure students are safe and teachers supported when assistants are out as well as providing basic supplies to ensure the effective operation of the school.

Core Characteristic: ETHICAL & SERVICE MINDED: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Strategy's Expected Result/Impact:** Increased customer satisfaction will enhance our culture and build a positive school climate resulting in the increase student performance and staff retention.

**Staff Responsible for Monitoring:** Director and front office personnel

**Title I:**

2.53

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

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

**Funding Sources:** Overtime Paraprofessional - testing -Enrollment - 211 - Title I, Part A - 6121 - \$599, Extra Duty Paraprofessional -summer help - 211 - Title I, Part A - 6125 - \$600, Medicare - 211 - Title I, Part A - 6141 - \$23, Workers comp - 211 - Title I, Part A - 6143 - \$8, Teacher Retirement - 211 - Title I, Part A - 6146 - \$189, Substitute paraprofessional - 199 PIC 11 - Instructional Services - 6122 - \$1,500, Substitute paraprofessional - 199 PIC 25 - ESL/Bilingual - 6122 - \$500, Substitute Paraprofessional - 199 PIC 30 - At Risk School Wide SCE - 6122 - \$1,000, Substitute Support staff - 199 PIC 23 - Special Education - 6122 - \$1,000, Medicare (11) - 199 PIC 11 - Instructional Services - 6141 - \$15, Medicare (25) - 199 PIC 25 - ESL/Bilingual - 6141 - \$5, Medicare (30) - 199 PIC 30 - At Risk School Wide SCE - 6141 - \$10, Medicare (23) - 199 PIC 23 - Special Education - 6141 - \$10, Workers comp (11) - 199 PIC 11 - Instructional Services - 6143 - \$15, Workers comp (25) - 199 PIC 25 - ESL/Bilingual - 6143 - \$5, Workers comp (30) - 199 PIC 30 - At Risk School Wide SCE - 6143 - \$10, Workers comp (23) - 199 PIC 23 - Special Education - 6143 - \$10, Teacher's retirement (11) - 199 PIC 11 - Instructional Services - 6146 - \$15, Teacher's Retirement (25) - 199 PIC 25 - ESL/Bilingual - 6146 - \$5, Teacher's Retirement (30) - 199 PIC 30 - At Risk School Wide SCE - 6146 - \$10, Teacher's Retirement (23) - 199 PIC 23 - Special Education - 6146 - \$10, Supply-Office - 199 PIC 99 - Undistributed - 6399 - \$7,000, Supply Material - Radios - 199 PIC 99 - Undistributed - 6399 - \$300, Misc. Contracted Services (PR & Report Cards) - 199 PIC 11 - Instructional Services - 6299 - \$500

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

**Performance Objective 2: INTERVENTIONS:** By June 2026, The Bear Blvd. School will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

### Strategy 1 Details

**Strategy 1:** Secure a LEP Assistant/ Intervention paraprofessional to support students in need of targeted interventions and practice in the classroom in order to close existing academic gaps and meet end of year expectations.

**Strategy's Expected Result/Impact:** Increased student performance in areas of need.

**Staff Responsible for Monitoring:** Director, LPAC Coordinator, Interventionist

**Title I:**

2.51, 2.52, 2.53

**- 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 2: Strategic Staffing, Lever 5: Effective Instruction

**Funding Sources:** Overtime -LEP testing - 199 PIC 11 - Instructional Services - 6121 - \$400

### Strategy 2 Details

**Strategy 2:** Hire a knowledgeable bilingual interventionist to support the students in need of targeted academic and behavior interventions.

She will support the counselor with RTI intervention data, collaborate with teachers, and assist the Director by organizing the PLCs (Professional learning communities).

**Strategy's Expected Result/Impact:** 1. Support students through interventions so that they can meet pre-K EOY expectations in all areas.

2. Effective PLC meetings/RTI implementation.

**Staff Responsible for Monitoring:** Director

**Title I:**

2.51, 2.52, 2.53, 2.533, 2.535

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

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

**Funding Sources:** Professional Salary - 211 - Title I, Part A - 6119 - \$25,000, Medicare - 211 - Title I, Part A - 6141 - \$363, Employer contribution - 211 - Title I, Part A - 6142 - \$1,330, Workers comp - 211 - Title I, Part A - 6143 - \$120, Teachers Retirement - 211 - Title I, Part A - 6146 - \$2,950

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

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2026, student attendance at The Bear Blvd. School will increase or will be  $\geq 98\%$ .

**Evaluation Data Sources:** Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p><b>Strategy 1:</b> Implement a Comprehensive Attendance Incentive Program to monitor attendance, track, and intervene for students with high level of absenteeism. The program includes, phone calls to parents, warning letters for students with absences, and parent conferences. We also recognize students with good attendance through monthly and quarterly perfect attendance parties, certificates, pencils, and a perfect attendance trophy at the end of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance in pre-K 3 and pre-K 4.</p> <p><b>Staff Responsible for Monitoring:</b> Director, ADA, CIS, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.535</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>

**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, Review effectiveness of Behavior Intervention Plans

#### Strategy 1 Details

**Strategy 1:** Implement the BBS behavior management system and the Positive Behavior Intervention and Support (PBIS) initiative including the PAWS positive behavior strategies. Provide training to staff and students ensuring everyone understand expectations. Review discipline data and campus behavior needs regularly .

- Strategy's Expected Result/Impact:**
1. Establish behavior expectations for all students in all common areas and the classroom.
  2. Implement positive behavior supports and interventions for students.
  3. Identify students in tier 2 and tier 3 and implement interventions and strategies to mitigate behavior concerns.

**Staff Responsible for Monitoring:** Campus Behavior Committee and Director

**Title I:**

2.51, 2.53, 2.531, 2.533, 2.534, 2.535

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Strategy 2 Details

**Strategy 2:** Secure a full time nurse who provides daily care to our students. Our nurse works with campus administration to organize parent and staff trainings related to the health and proper care of our students at home. She supports the enrollment process monitoring vaccination requirements and in collaboration with CIS, she is involved in school and community events to promote healthy habits and parental involvement. Funds are allocated to buy clinic supplies for our nurse to care for our students.

- Strategy's Expected Result/Impact:**
1. Increase awareness about proper care and healthy habits within our stakeholders (parents, staff and students).
  2. Help keep our students healthy at school so they can focus on learning.

**Staff Responsible for Monitoring:** Director and Nurse

**Title I:**

2.52, 2.53, 2.531

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Funding Sources:** Extra Duty Professional - 211 - Title I, Part A - 6116 - \$400, Supply-Clinic - 199 PIC 99 - Undistributed - 6399 - \$800

**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 and calendar

Strategy 1 Details
<p><b>Strategy 1:</b> Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Participate in campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p>

**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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Submitted campus EOP in September.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Update campus Emergency Operation Plan (EOP) annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</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><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage budgets.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Director Administrative Assistant</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supply/Materials	6399	\$4,000.00
2	1	3	Medicare (11)	6141	\$15.00
2	1	3	Workers comp (11)	6143	\$15.00
2	1	3	Substitute paraprofessional	6122	\$1,500.00
2	1	3	Misc. Contracted Services (PR & Report Cards)	6299	\$500.00
2	1	3	Teacher's retirement (11)	6146	\$15.00
2	2	1	Overtime -LEP testing	6121	\$400.00
<b>Sub-Total</b>					\$6,445.00
<b>Budgeted Fund Source Amount</b>					\$6,445.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Medicare (23)	6141	\$10.00
2	1	3	Workers comp (23)	6143	\$10.00
2	1	3	Teacher's Retirement (23)	6146	\$10.00
2	1	3	Substitute Support staff	6122	\$1,000.00
<b>Sub-Total</b>					\$1,030.00
<b>Budgeted Fund Source Amount</b>					\$1,030.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Workers comp (25)	6143	\$5.00
2	1	3	Teacher's Retirement (25)	6146	\$5.00
2	1	3	Substitute paraprofessional	6122	\$500.00
2	1	3	Medicare (25)	6141	\$5.00
<b>Sub-Total</b>					\$515.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$515.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supply/Materials	6399	\$1,000.00
2	1	3	Workers comp (30)	6143	\$10.00
2	1	3	Teacher's Retirement (30)	6146	\$10.00
2	1	3	Substitute Paraprofessional	6122	\$1,000.00
2	1	3	Medicare (30)	6141	\$10.00
<b>Sub-Total</b>					\$2,030.00
<b>Budgeted Fund Source Amount</b>					\$2,030.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Operating Expenses	6499	\$2,625.00
2	1	3	Supply Material - Radios	6399	\$300.00
2	1	3	Supply-Office	6399	\$7,000.00
3	1	2	Supply-Clinic	6399	\$800.00
<b>Sub-Total</b>					\$10,725.00
<b>Budgeted Fund Source Amount</b>					\$10,725.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 4 PD-Teachers	6239	\$800.00
1	1	1	Region 4 PD - Director	6239	\$200.00
1	1	1	Misc. Contracted Services -Teachers PD	6299	\$1,500.00
1	1	1	Substitutes Professional Staff	6112	\$1.00
1	1	1	Employee Travel-Teachers	6411	\$1.00
1	1	1	Employee Travel -Director	6411	\$1.00
1	1	1	Misc. Contracted Services & Substitutes	6299	\$799.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Contracted Services -Director	6299	\$1.00
1	1	2	Other Reading Materials	6329	\$3,000.00
1	1	2	Supplies and Materials	6399	\$15,448.00
1	1	2	Other Reading Materials - Director	6329	\$200.00
1	1	3	Supplies and Materials for Projects	6399	\$2,000.00
1	1	3	Student Travel	6412	\$3,998.00
1	1	3	Student transportation	6494	\$3,000.00
1	2	1	Supplies and Materials	6399	\$1,500.00
1	2	1	Other Reading Materials -Teachers	6329	\$1,000.00
1	3	3	Supplies and Materials-families	6399	\$3,000.00
1	3	3	Misc. Contracted Services (outside training for Parents)	6299	\$500.00
1	3	3	Other Reading Materials	6329	\$2,000.00
1	3	3	Misc. Operating expenses (snacks)	6499	\$1,000.00
2	1	1	Misc. Contracted Services -CIS	6299	\$30,219.00
2	1	3	Teacher Retirement	6146	\$189.00
2	1	3	Overtime Paraprofessional - testing -Enrollment	6121	\$599.00
2	1	3	Medicare	6141	\$23.00
2	1	3	Extra Duty Paraprofessional -summer help	6125	\$600.00
2	1	3	Workers comp	6143	\$8.00
2	2	2	Teachers Retirement	6146	\$2,950.00
2	2	2	Medicare	6141	\$363.00
2	2	2	Professional Salary	6119	\$25,000.00
2	2	2	Employer contribution	6142	\$1,330.00
2	2	2	Workers comp	6143	\$120.00
3	1	2	Extra Duty Professional	6116	\$400.00
<b>Sub-Total</b>					\$101,750.00
<b>Budgeted Fund Source Amount</b>					\$101,750.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$122,495.00
<b>Grand Total Spent</b>					\$122,495.00

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