

Spring Branch Independent School District

The Bear Blvd. School

2022-2023 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

1. Adopted 2021-2022 Enrollment Projections: 239 Total Students; 160 Low SES Students; 126 EL Students
2. Projected 2022-2023 Enrollment Projections: 331 Total Students; 215 Low SES Students; 200 EL Students
3. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students speak another language other than English as their first language; however, we are seeing a slight decrease in the percentage that speak Spanish as their first language as the communities around our school are changing (many multi-family homes are being replaced by high-end single-family homes). Most of our students qualify as “at risk” of not graduating from high school.
4. In 2018-2019, one of our PK3 Bilingual pre-registered sections did not make; thereby decreasing PK3 enrollment to 2 ESL/Mainstream sections, and 1 Bilingual section. In 2018-2019, 1 PK4 Bilingual class was collapsed; thereby decreasing PK4 enrollment to 5 ESL/Mainstream classes and 5 Bilingual classes. In 2018-2019, PPCD enrollment held steady at 2 classes. All classes for 2019-2020 made enrollment: 2 PK3 Bilingual Spanish sections, 2 PK3 Mainstream/ESL sections, 5 PK4 Bilingual Spanish classes, 5 Mainstream/ESL classes, and 2 ECSE classes. In 2020-2021, 1 PK4 Bilingual class was collapsed; thereby decreasing PK4 Bilingual classes from 5 to 4 and 1 ECSE class was collapsed. In 2021-2022 1 PK4 Bilingual class was added and 1 ECSE class was added. Also, 1 PK4 Mainstream/ESL class did not make and was collapsed. Note: 2 classes will be added from VOE to BBS; 1 additional position was added late spring 2021 for the 2021-2022 school year.
 1. The 2022-2023 classes will be:

i. 2 PK3 classes:

1. 2 ESL/Mainstream sections (pending enrollment)
2. 2 Bilingual Spanish sections (pending enrollment)

ii. 7 ESL/Mainstream PK4 classes

iii. 5 Bilingual Spanish PK4 classes

iv. 2 ECSE classes w/2 Assistants each

Demographics Strengths

We began the 2021-2022 school year with 207 students. Enrollment grew during the Fall Semester and held steady throughout the Spring Semester with 288 students. 2022-2023 enrollment projections total 331 (215 Low SES and 200 EL); which is an increase of 43 total students when compared with the 2021-2022 actual total enrollment of 288.

Prior to the 2018-2019 school year, we had 6 sections of PK3 pre-registered. At the start of the 2018-2019 school year only 50% of the pre-registered students enrolled giving us 3

sections throughout the 2018-2019 school year despite repeated contacts to pre-registered families that did not enroll. For the 2019-2020 school year we maintained consistent enrollment across 2 PK3 Bilingual sections and 2 PK3 Mainstream/ESL sections. For the 2020-2021 school year, we maintained 1 PK3 Bilingual section and 1 PK3 Mainstream/ESL section. The AM section was in-person and the PM section was virtual. For the 2021-2022 school year, all PK3 sections were in-person with the AM section Mainstream/ESL and the PM section Bilingual.

Due to pandemic impacts during the 2020-2021 school year, parents had their choice each nine-week period if they wanted their child in a virtual or in-person learning environment. During the first nine weeks we had 125 virtual students and 82 in-person students. Over the course of the school year, more students switched from virtual to in-person. During the fourth nine weeks we had 67 virtual students and 154 in-person students. (Note: we had VOE PK students participate with one of our PK4 virtual classes throughout the school year.)

Four of our fifteen teachers were new to Bear Boulevard this year. One from out of state and three from other SBISD campuses. All teachers were experienced early childhood teachers. All teachers met highly qualified status.

Our families experience crises that would be expected of those living in high poverty, but we have family support from our social worker/CIS (full time district funded position) and our counselor (full time campus Title I funded position). We have a parent center in our school. We continue to have a robust parent volunteer program. We conducted a parent survey and a majority of parents reported preferring in-person training sessions and volunteer opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The majority of our families continue to experience crisis associated with our demographics . **Root Cause:** Poverty

Student Learning

Student Learning Summary

BBS PK4 CIRCLE Literacy Assessment Campus Average at EOY 2021-2022

- Rapid Letter Naming - Campus: 85% (79% 2020-2021)
- Rapid Vocabulary - Campus: 77% (70% 2020-2021)
- Early Writing - Campus: 97% (96% 2020-2021)

BBS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at EOY 2021-2022:

- Rapid Letter Naming - Bilingual: 81% & Mainstream: 89%
- Rapid Vocabulary - Bilingual: 70% & Mainstream: 83%
- Early Writing - Bilingual: 98% & Mainstream: 95%

BBS PK4 CIRCLE Math Assessment Campus Average at EOY 2021-2022:

- Rote Counting - Campus: 63% (56% 2020-2021)
- Shape Naming - Campus: 81% (83% 2020-2021)
- Number Discrimination - Campus: 88% (89% 2020-2021)
- Number Naming - Campus: 77% (71% 2020-2021)
- Shape Discrimination - Campus: 92% (88% 2020-2021)
- Counting Sets - Campus: 87% (76% 2020-2021)
- Operations - Campus: 57% (61% 2020-2021)
- Overall Measure - Campus: 89% (81% 2020-2021)

BBS Director and Counselor have accepted positions in another district for the 2022-2023 school year. New BBS Director has been announced. Hiring for the new Counselor is in process. One Bilingual PK4 Teacher was added to the campus due to enrollment exceeding projections. Two Teacher Assistants resigned early in the fall semester 2021 due to other job opportunities. One PK4 Main/ESL Teacher Assistant was accepted into the Relay Graduate Program and will serve at an Elementary campus for the 2022-2023 school year and one Teacher Assistant was hired to replace her for the 2022-2023 school year. One ECSE Teacher Assistant was added during the 2021-2022 school year due to enrollment increases but is not returning for the 2022-2023 school year. One ECSE Teacher and one ECSE Teacher Assistant is being added to BBS due to an increase in our projected enrollment in ECSE for the 2022-2023 school year. All ECSE Teacher and Teacher Assistant positions have been filled for the 2022-2023 school year. The remaining 2021-2022 staff are returning for the 2022-2023 school year.

At Bear Boulevard, we love to learn! We sum up our vision with three words: Rigor, Relevance, and Relationships so that our reach for our students exceeds our grasp to set the foundation for T24. We strive to offer a rigorous curriculum while holding high expectations for every student's ability to reach their maximum potential. We take an interdisciplinary approach to our instruction. From the beginning of their school careers, we keep our focus on relevant learning that will prepare children for lives after and outside of school. But most importantly, we know that the relationship between the student and the teacher is the most vital element in the classroom. Bear Boulevard values and actively engages parent participation and community involvement in a variety of ways throughout the school year. At Bear Boulevard, technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

Student Learning Strengths

1. PK4 Literacy areas showing improvement comparing EOY averages 2021 with 2022:

1. Rapid Letter Naming increased by 6 percentage points to 85%
2. Rapid Vocabulary increased by 7 percentage points to 77%
3. Early Writing increased by 1 percentage points to 97%
4. The percentage of students with a Running Record level increased from 20% at MOY to 50% at EOY.
5. Note: 2021-2022 campus goal of increasing percentage of students on track by 10 percentage points from MOY to EOY was met and exceeded in all areas
6. Note: campus outperformed district in area of Early Writing by 3 percentage points

1. PK4 Math areas showing improvement comparing EOY averages 2021 with 2022:

1. Rote Counting increased 7 percentage points to 63%
2. Number Naming increased 6 percentage points to 77%
3. Shape Discrimination increased 4 percentage points to 92%
4. Counting Sets increased 11 percentage points to 87%
5. Overall measure increased 8 percentage points to 89%

1. PK4 Performance on the Circle Social and Emotional Checklist exceeded district average by 2 percentage points at 97%.

1. Data reflections comparing PK4 Bilingual and Mainstream/ESL class averages 2021 with 2022:

1. PK4 Bilingual classes increased the percentage of students on track in the area of Early Writing.

1. PK4 Mainstream/ESL classes increased the percentage of students on track in the areas of Rapid Letter Naming and Rapid Vocabulary; Early Writing remained the same.

1. PK4 Bilingual classes ended the year with a higher percentage of students on track than Mainstream/ESL classes in the areas of: Early Writing and Social Emotional.
2. PK4 Mainstream/ESL classes ended the year with a higher percentage of students on track than Bilingual classes in the areas of: Rapid Letter Naming and Rapid Vocabulary.

1. Teachers used CIRCLE Assessment data along with formative data at the beginning and middle and end of the year with a focus on Essential Learnings each nine weeks to use for Collaborative Team planning targeted instruction and for scheduling collaborative walk throughs in colleague classes. Teachers participated in mid-year data conferences with Director and PK Coach. Teachers were given literacy data feedback each nine-week period based on Running Record scores reflected on report cards. Lesson plans are checked and feedback is given on an intermittent basis.

1. Teacher goals aligned with campus goals. Student performance data was used to measure teacher professional and student growth goals. This measure was incorporated into summative appraisal feedback.

BBS Leadership Team was involved throughout the process of hiring new staff for the 2022-2023 school year.

1. All new staff to the campus were assigned a partner in a like position/role.
2. In addition, Quad partnerships were established (2 teachers and 2 teacher assistants sharing a classroom suite are partnered).
3. Staff were given protocols to guide and help start crucial conversations.
4. New staff assimilated into BBS PLC practices.

Our professional learning time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. We continue to rely on the support role of a lead PK teacher to coach and mentor our staff and lead professional learning. Further, a PK Coach provided professional learning in 45 minute sessions to PK4 Teachers 1 day per week and a total of 15 hours of one on one coaching throughout the school year. A district PK3 Coach provided professional learning sessions at least four times per year for PK3 Teachers as well as visiting classrooms and providing feedback. ECSE Teachers were provided support as needed by a district ECSE Facilitator and out of district consultants/specialists as well as PK Coach and Collaborative Teams.

Teacher Levels of Implementation Survey in April 2022 was completed by 8 of 15 teachers.

- The Balanced Literacy initiative showed 3 of 8 teachers at the institutionalized/automatic level and 5 of 8 at the fully implementing level.
- The Collaborative Teams (CT) initiative showed 1 of 8 teachers at the institutionalized/automatic level, and 7 of 8 teachers at the fully implementing level.
- The Share A Smile initiative showed 4 of 8 teachers at the institutionalized/automatic level; 2 of 8 at the fully implementing level; 1 of 8 at the exploring level; and 1 of 8 at the maintenance level.

Collaborative instructional reviews focused on strategies to achieve campus goals will continue for the 2022-2023 school year.

The following CIP feedback was provided by teachers as part of the campus needs assessment indicating these are the areas that were done well during 2021-2022 and want to continue/add for next year:

1. Achievement & Growth: By June 2022, BBS will increase the percentage of students who meet/exceed benchmark cut score on Circle assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, SEL by 10 percentage points from MOY to EOY.

- PD for Teachers
- Small Group intervention with Mrs. Martinez
- Continue PD for TA (PK Coaches lead)
- Director collaborate with BBS leaders to recruit, hire, retain HQ Teachers & TA
- Classroom funds at BOY to purchase materials
- Benchmark Curriculum
- Added more Math books
- Technology tools
- Meeting together for PLC/CT on Mondays
- Continue BBS PK Lead Teacher position

- Continue to purchase literacy/math materials
- Continue projects
- Add field experiences to go on trips and/or have volunteers on campus

2. Connectedness: By June 2022, at least 90% of students will meet expectations on the Social and Emotional Learning Checklist portion of the Circle assessment.

- Project CLASS coming to do social emotional lessons/student support & pull small groups (have requested Mrs. Futch to return for the 2022-2023 school year)
- Add guidance lesson in classes by the counselor
- Parenting, Parent Literacy, Parent Numeracy classes via zoom
- Continue Counselor & Social Worker
- Continue Parent Center
- Efficient Clinic & Office supporting students, families, staff
- PK Visit to Elementary campus & Kinder teachers visit BBS classes & PLC/CT

4. Gap Closure: By June 2022, PK4 will increase overall performance on PK assessments to narrow the gap by at least 4 percentage points between EL/non-EL students on CIRCLE while all performance improves.

- SBISD purchased/installed ActivPanels for BBS so that all classes have one
- Continue to offer technology tools to enable Teachers to personalize instruction
- 100% in-person instruction

5. Safe Schools & Emergency Operations: BBS will strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year and develop EOP that complies with SB 11 and includes Standard Operating Procedures.

- Continue BBS Safety Team meetings & minutes to all
- Continue Safety Drills with feedback
- Continue ASR System
- Continue to update EOP & train staff at beginning of year

6. Fiscal Responsibility: BBS will maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

- Continue using funds to order materials, to provide resources and staff related to student learning and development

There were no office referrals for the 2021-2022 school year. We believe it is not developmentally appropriate to send young children to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director.

Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports. In addition, campus wide PBIS was implemented. Project CLASS staff was on campus one day per week providing individual, small group, and whole class social/emotional lessons and support throughout the 2021-2022 school year (funded thru campus Title I funds). Due to the high need for this support and the success of the support, the campus has committed to continue using campus Title I funds for Project CLASS one day per week during the 2022-2023 school year.

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we provide Istation Home as adaptive software students can access from home and Ready Rosie access to parenting videos that help them engage students in learning at home.

Through CIT team participation, we had four parent representatives on our CIT team for the 2021-2022 school year (only one parent participated; parent attendance at CIT meetings was sporadic throughout the school year). Monthly newsletters were sent to parents in English, and Spanish. We had the majority of students represented by parents/guardians virtually during Orientation, Open House, and Parent Conferences. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance. A small percentage of parents participated in virtual parent training sessions throughout the 2021-2022 school year with the majority responding that virtual participation was too difficult despite having a device and internet. Parents were encouraged/reminded to access Ready Rosie videos throughout the school year. Parents participated in-person for both Fall and Spring Parent Learning Days.

Parent Survey indicated (27 surveys were returned which is 8 more returned when compared with the 2020-2021 school year):

1. Best Day/Time to Engage in School Activities – Wednesdays & Fridays
 1. 9:00-10:00 was best time for 44.4%
 2. 5:00-6:00 was preferred by 25.9%
2. Support Topics in 2022-2023 – Literacy, Numeracy, SEL selected by 85.2%

All classes have an ActivPanel for instructional use (district provided during the 2020-2021 school year). Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Staff continues to build collaborative networks to electronically share information across teachers.

Students use the apps on iPad to practice literacy and math skills; generate collections of stories/books; etc. Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation) to practice Literacy skills and ST Math to practice Math skills on a weekly basis. Students, with teacher assistance, create books using software and digital photos. Parents have access to Ready Rosie app 24/7 to practice suggested skills aligning with the curriculum with their child.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): End of year Literacy CIRCLE Assessment data shows achievement gaps between Bilingual and ESL/Mainstream PK4 classes in the area of Rapid Vocabulary with Bilingual classes outperforming (13 percentage point gap). **Root Cause:** Poverty impact on language development.

Problem Statement 2 (Prioritized): PK3 and PK4 teachers do not collaborate during Collaborative Team time. **Root Cause:** Scheduling conflicts between half day and full day classes.

Problem Statement 3 (Prioritized): We need to continue to grow and enhance our three year old program. **Root Cause:** New program.

Problem Statement 4 (Prioritized): Two parent CIT representatives and two parent CIT alternates for the 2021-2022 school year. One of the four parents participated in CIT meetings. **Root Cause:** In-person CIT meeting conflicts with family demands and schedules.

Problem Statement 5 (Prioritized): Technology not provided by the district is aging out. **Root Cause:** Cost and campus budget limitations.

School Processes & Programs

School Processes & Programs Summary

Bear Boulevard is a school for early learning located centrally within Spring Branch ISD. The campus serves three and four-year-old students in Prekindergarten from 6 Elementary feeder schools. Each classroom is led by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four-year-old students. Breakfast and lunch are provided to all students at no cost.

Campus goals:

PK3 – 80% meet EOY Benchmark

PK4 – grow by at least 10 percentage points from MOY to EOY across all CIRCLE areas; increase percentage of students who meet/exceed CIRCLE EOY Benchmarks by 4 percentage points from prior year

School Processes & Programs Strengths

One of the keys to our success is our extensive professional learning model that focuses on the adult learners in our school.

- Weekly Campus PD for Teachers 2:45-3:30
- Weekly Campus PLC & CT for Teachers 2:45-3:30
- Monthly Campus PD for Teacher Assistants 1:15-1:45 & also on district/campus professional development days and early dismissal afternoons
- Teachers engage in whole campus planning, quad partner planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in 4 collaborative instructional reviews related to campus goals throughout the year

Teachers are encouraged to reflect on their practices and are constantly striving to increase their skills not just in teacher, but as facilitators in raising readers, writers, mathematicians and scientists of the future. Staff grew their collegiality and increased their collaboration as they shared highlights from their training during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- PK Lead Teacher & Team Leader Campus Internships: one PK Lead Teacher supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader supports campus PLC practices and Collaborative Teams. One Team Leader supports Teacher Assistants.
- Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.
- We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
- Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
- Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. There were no office referrals for the 2021-2022 school year. We believe it is not developmentally appropriate to send young children to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral

choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director. Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports. In addition, campus wide PBIS was implemented. Project CLASS staff was on campus one day per week providing individual, small group, and whole class social/emotional lessons and support throughout the 2021-2022 school year (funded thru campus Title I funds). Due to the high need for this support and the success of the support, the campus has committed to continue using campus Title I funds for Project CLASS one day per week during the 2022-2023 school year.

We met once per month as a staff and focused on academic and behavioral support strategies for struggling students. These were general strategies (i.e. Tier I RtI) shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC informal conference to review Tier I documentation of interventions and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Counselor, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate. A total of 39 students (14% total enrollment) went through the SSC process during this school year.

The campus Speech Therapist provided whole class oral language development sessions across the campus on a monthly basis for 30 minutes for classes selecting these sessions. Teachers were in a supportive role during these sessions so that they could learn strategies from the speech therapist to implement throughout the daily routine.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Support teachers more fully implementing collaborative teams to align our actions with our commitment to evidence-informed instruction and PK Essential Learnings. **Root Cause:** New Initiative.

Problem Statement 2 (Prioritized): Provide a safe learning environment to support student growth. **Root Cause:** Community conditions.

Problem Statement 3 (Prioritized): Provide fiscally efficient resource and operations management. **Root Cause:** Financial management practices.

Perceptions

Perceptions Summary

Teachers met in Collaborative Teams and planned and implemented small group literacy instruction to include differentiation of leveled readers, word work, and interactive writing. Teachers implemented modeled/shared/guided/independent reading and writing. Teachers met in Collaborative Teams and planned and implemented math large group, small group and workstations. Teachers facilitated student engagement in interdisciplinary projects. Staff grew their collegiality and increased their collaboration as they presented highlights from their training during professional learning sessions. This also resulted in more professional and open communication between teachers and teacher assistants. All professional staff continue implementing the use of instructional technology throughout the daily routine using ActivePanels and iPad apps as a way to provide additional literacy and math skill practice. Student responsive software is used in Literacy and Math (iStation & ST Math) to provide additional skill practice for students. Staff used book making software to design readers for students to use at school and at home. All campus staff participated in 3 campus activities designed to provide a common understanding, language, and practice of great internal/external customer service through the *Share A Smile* Initiative. School Wide Survey Levels of Implementation reflected majority of teachers at the following levels of implementation in the target areas of:

1. Balanced Literacy (Predominance of Strategy/Initiative (institutionalized, automatic),
2. Collaborative Teams (Emerging (fully implementing, beginning of internalization),
3. Share A Smile (Predominance of Strategy/Initiative (institutionalized, automatic).

Perceptions Strengths

One of the keys to our success is our extensive professional learning model that focuses on the adult learners in our school.

- Weekly Campus PD for Teachers 2:45-3:30
- Weekly Campus Collaborative Teams for Teachers 2:45-3:30
- Monthly Campus PD for Teacher Assistants 1:15-1:45 & also on district/campus professional development days and early dismissal afternoons
- Teachers engage in whole campus planning, quad partner planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in 4 collaborative instructional reviews related to campus goals throughout the year

Teachers are encouraged to reflect on their practices and are constantly striving to increase their skills not just in teaching, but as facilitators in raising readers, writers, mathematicians and scientists of the future. Staff grew their collegiality and increased their collaboration as they shared highlights from their training during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- Lead Teacher and Team Leader Internships - One Lead Teacher supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader supports campus PLC practices and Collaborative Teams. One Team Leaders supports Teacher Assistants.

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

- We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
- Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
- Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. There were no office referrals for the 2021-2022 school year. We believe it is not developmentally appropriate to send young children to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director. Professional learning sessions were held for both Teachers and Teacher Assistants before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports. In addition, campus wide PBIS was implemented. Project CLASS staff was on campus one day per week providing individual, small group, and whole class social/emotional lessons and support throughout the 2021-2022 school year (funded thru campus Title I funds). Due to the high need for this support and the success of the support, the campus has committed to continue using campus Title I funds for Project CLASS one day per week during the 2022-2023 school year.

We met once per month as a staff and focused on academic and behavioral support strategies for struggling students. These were general strategies (i.e. Tier I RtI) shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request an informal Pre-SSC conference to review Tier I documentation of interventions and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Counselor, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate. A total of 39 students (14% total enrollment) went through the SSC process during this school year. When students in the evaluation process for special education services eligibility determination are having significant difficulty remaining in the classroom, the campus Teacher Assistants provide one on one support through a rotation schedule.

The campus Speech Therapist provided whole class oral language development sessions across the campus on a monthly basis for 30 minutes for classes selecting these sessions. Teachers were in a supportive role during these sessions so that they could learn strategies from the speech therapist to implement throughout the daily routine.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes. **Root Cause:** Arrival and Dismissal demands and one-on-one student support needs on Teacher Assistants.

Priority Problem Statements

Problem Statement 2: The majority of our families continue to experience crisis associated with our demographics .

Root Cause 2: Poverty

Problem Statement 2 Areas: Demographics

Problem Statement 3: End of year Literacy CIRCLE Assessment data shows achievement gaps between Bilingual and ESL/Mainstream PK4 classes in the area of Rapid Vocabulary with Bilingual classes outperforming (13 percentage point gap).

Root Cause 3: Poverty impact on language development.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: Support teachers more fully implementing collaborative teams to align our actions with our commitment to evidence-informed instruction and PK Essential Learnings.

Root Cause 5: New Initiative.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 4: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes.

Root Cause 4: Arrival and Dismissal demands and one-on-one student support needs on Teacher Assistants.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: PK3 and PK4 teachers do not collaborate during Collaborative Team time.

Root Cause 6: Scheduling conflicts between half day and full day classes.

Problem Statement 6 Areas: Student Learning

Problem Statement 1: Provide a safe learning environment to support student growth.

Root Cause 1: Community conditions.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 7: We need to continue to grow and enhance our three year old program.

Root Cause 7: New program.

Problem Statement 7 Areas: Student Learning

Problem Statement 10: Provide fiscally efficient resource and operations management.

Root Cause 10: Financial management practices.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 8: Two parent CIT representatives and two parent CIT alternates for the 2021-2022 school year. One of the four parents participated in CIT meetings.

Root Cause 8: In-person CIT meeting conflicts with family demands and schedules.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Technology not provided by the district is aging out.

Root Cause 9: Cost and campus budget limitations.

Problem Statement 9 Areas: Student Learning

Goals

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





Performance Objective 1: ACHIEVEMENT: By June 2023, The Bear Blvd. School will increase the percentage of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Early Writing, Math, Social and Emotional Development by 3 percentage points or $\geq 90\%$.

2021-22: Rapid Letter Naming 77%; Rapid Vocabulary 85%; Early Writing 97%; Social and Emotional Development 97%; Math 89%

2020-21: Rapid Letter Naming 79%; Rapid Vocabulary 70%; Early Writing 96%; Social and Emotional Development 96%; Math 81%

Evaluation Data Sources: EOY CIRCLE Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning opportunities for teachers and teacher assistants in early literacy, math, project approach, and multi-tiered supports. Strategy's Expected Result/Impact: Better trained staff will lead to higher performing students. Staff Responsible for Monitoring: Director Counselor Team Leaders Teachers Teacher Assistants Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: professional learning experiences Non Region IV - 211 - Title I, Part A - 211.13.6299.000.131.34.0.000.FBG23 - \$5,150, Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.11.6122.000.131.32.0.131 - \$5,000, Medicare Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.6141.000.131.32.0.131 - \$50, Teacher Retirement Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.23.6146.000.131.32.0.131 - \$50, Medicare Substitutes Professional Staff - 199 PIC 99 - Undistributed - 199.13.6141.000.131.99.0.131 - \$50, professional learning experiences Region IV - 211 - Title I, Part A - 211.13.6239.000.131.34.0.000.FBG23 - \$1,800, Substitutes Professional Staff - 199 PIC 99 - Undistributed - 199.13.6112.000.131.99.0.131 - \$3,000, Workers Comp Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.11.6143.000.131.32.0.131 - \$50, Workers Comp Substitutes Professional Staff - 199 PIC 99 - Undistributed - 199.13.6143.000.131.99.0.131 - \$50	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning opportunities for Principal in leadership. Strategy's Expected Result/Impact: Better trained principal will lead to higher performing students. Staff Responsible for Monitoring: Director Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Region IV professional learning - 211 - Title I, Part A - 211.23.6239.000.131.34.0.000.FBG23 - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Director will collaborate with campus leadership to recruit, hire, and retain highly qualified teachers and teacher assistants. Strategy's Expected Result/Impact: Hiring highly effective teachers will lead to higher performing students. Staff Responsible for Monitoring: Director TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: EARLY LITERACY: By June 2023, at least 90% of students will meet benchmark on the CIRCLE Phonological Awareness Assessment.

2022-23: Baseline year

Evaluation Data Sources: EOY CIRCLE Progress Monitoring Phonological Awareness

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all teachers to develop skills in balanced literacy/small group instruction in order to develop appropriate letter identification, concepts about print and reading skills. Strategy's Expected Result/Impact: Increase the percentage of students on a reading level A or above. Staff Responsible for Monitoring: Director Multi Classroom Leader Team Leaders 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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 2023, The Bear Blvd. School will increase the number of students who meet or exceed end of year benchmarks on formative assessments by 3 percentage points.

2021-22: Letter ID 75%; Concepts About Print 69%; Running Record 50%

Evaluation Data Sources: EOY Observation Survey and Running Record

Strategy 1 Details		Reviews			
Strategy 1: Provide 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: Teacher growth and development and opportunity to grow campus leadership that will result in greater support for teachers yielding greater student success. Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase instructional materials for classrooms to enhance teachers ability to provide reading and math instruction.</p> <p>Strategy's Expected Result/Impact: Teachers and students will be able to have increased opportunities to read a greater variety of texts and to learn math concepts using a greater variety of manipulatives.</p> <p>Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supply and Material - 199 PIC 32 - Pre-Kindergarten - 199.11.6399.000.131.32.0.131 - \$9,700, Supplies and Materials - 199 PIC 34 - Pre-K At Risk/SCE - 199.11.6399.000.131.34.0.131 - \$400, Supplies and Materials - 199 PIC 23 - Special Education - \$2,260, Supplies and Materials - 199 PIC 99 - Undistributed - \$5,200, Supplies and Materials - 282 ARP21 (ESSER III Campus Allocations) - \$1,300</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student opportunities for authentic problem based learning so that all students, (including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk), participate: in two project presentations and 3 or more projects; and in field investigation experiences (i.e. Zoo, Grocery Store, Museum) to provide relevant connections to their learning.</p> <p>Strategy's Expected Result/Impact: Authentic application of literacy and math skills and sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents.</p> <p>Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders Field Investigation/Fun Days Committee</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Materials/Manipulatives and field experiences aligned with projects - 211 - Title I, Part A - 211.11.6399.000.131.34.0.000.FBG23 - \$2,305.48, Transportation Cost for field experiences aligned with projects - 211 - Title I, Part A - 211.11.6494.000.131.34.0.000.FBG23 - \$2,500, Admission Fees for field experiences aligned with projects - 211 - Title I, Part A - 211.11.6412.000.131.34.0.000.FBG23 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Goal 2: STUDENT SUPPORT. The Bear Blvd. School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: Implement and monitor interventions so that 75% of students meet benchmark on the English Rapid Vocabulary component of CIRCLE and 88% of students meet benchmark on the Spanish Rapid Vocabulary component of CIRCLE to support kindergarten readiness.

2021-22 Rapid Vocabulary English 70%, Spanish 83%

2020-21 Rapid Vocabulary English 64%, Spanish 77%

Evaluation Data Sources: EOY CIRCLE Progress Monitoring Rapid Vocabulary

Strategy 1 Details	Reviews			
Strategy 1: We will provide professional development related to phonological awareness and the development of small group instruction and balanced literacy components to support student vocabulary development. Strategy's Expected Result/Impact: Increased performance on CIRCLE Progress Monitoring. Increased % of students reaching reading level A or above. Staff Responsible for Monitoring: Director, PK Coach, Teachers and Teacher Assistants. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, 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	Reviews			
Strategy 1: The campus Leadership Team will review the Core Characteristics for every child at the early childhood level and develop three strategies to use this year to advance the focus on these characteristics. Strategy's Expected Result/Impact: Stakeholder feedback will indicate progress in knowing the Core Characteristics and efforts to support students in strengthening these characteristics will be observed at the end of the year. Staff Responsible for Monitoring: Principal, Counselor and Teachers. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bear Boulevard will incorporate our three Core Characteristic strategies into parent meetings and training offered each semester and in our campus newsletter so parents are aware of the characteristics and strategies to support their children. Strategy's Expected Result/Impact: All stakeholders will be aware of the Core Characteristic strategies we are working on and ways to support the work at home and at school. Staff Responsible for Monitoring: Principal, Counselor, CIS and all staff. Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The Bear Blvd staff will focus on supporting the development of Core Characteristic attributes through hosting daily celebrations and morning messages, routines, procedures, counselor and CIS lessons, and classroom instruction. We will focus most heavily on three: Academic Preparedness, Empathetic and Self Aware, and Ethical and Service Awareness. Strategy's Expected Result/Impact: Advancement of the SBISD Core Characteristics Staff Responsible for Monitoring: BBS Teachers, Administrator, Counselor and CIS Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide a school counselor who can provide guidance lessons to classrooms , support for LPAC, 504s and SSCs, help with the transition to Kindergarten and partner with our CIS Case Manager to help families. Strategy's Expected Result/Impact: Supported, engaged families and students Staff Responsible for Monitoring: Administrator, CIS Case Manager, Counselor Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Counselor Salary - 211 - Title I, Part A - \$93,402.52	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Provide supplies for the nurse to care for students so that attendance and physical activity are consistent for all students. Strategy's Expected Result/Impact: Healthy students will be more successful. Staff Responsible for Monitoring: Nurse, Director ESF Levers: Lever 3: Positive School Culture Funding Sources: Clinic Supplies - 199 PIC 99 - Undistributed - \$1,500	Formative			Summative
	Oct	Jan	Apr	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a parent center, parenting program and materials for our families in order to promote ongoing parent and family engagement and provide the necessary supports so families can assist their children at home on literacy, numeracy and appropriate, positive behavior development.</p> <p>Strategy's Expected Result/Impact: We hope to strengthen family engagement and provide practical tools for families to use at home.</p> <p>Staff Responsible for Monitoring: Director and CIS</p> <p>Title I: 2.5, 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PFE Training Contract Services - 211 - Title I, Part A - 211.61.6299.000.131.34.0.000.FBG23 - \$800, PFE Supplies and Materials - 211 - Title I, Part A - 211.61.6399.000.131.34.0.000.FBG23 - \$342, PFE Snacks & Beverage for Mtgs/Trainings - 211 - Title I, Part A - 211.61.6499.000.131.34.0.000.FBG23 - \$200, PFE Training Contract Services - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6299.000.131.34.0.131.ARP22 - \$19,500, Materials Aligning with PFE Training - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6399.00.131.34.0.131.ARP22 - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and orderly 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	Reviews			
Strategy 1: The campus leadership team will work to align our academic, behavior and discipline systems through the creation of a campus discipline management plan and flowchart of supports and expectations. Strategy's Expected Result/Impact: Aligned expectations, known procedures and increase in positive behavior. Staff Responsible for Monitoring: Principal, Counselor and Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all staff at Bear Boulevard are provided adequate training in Project Class, a major component to our campus positive behavior management plan. Strategy's Expected Result/Impact: Alignment in practice, language and expectations for all Bear students and staff. Staff Responsible for Monitoring: Principal, Counselor and Leadership Team ESF Levers: Lever 3: Positive School Culture Funding Sources: Project Class Program - 211 - Title I, Part A - 211.11.6299.000.131.34.0.000.FBG23 - \$6,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: The campus leadership team will meet regularly to review the implementation of our discipline management plan, including Project Class, and review our disciplinary data to ensure consistent and adequate responses to student and staff needs throughout the school year. Strategy's Expected Result/Impact: Responsiveness to campus disciplinary needs, increased focus on student learning. Staff Responsible for Monitoring: Principal, Counselor and Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and orderly 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	Reviews			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. The Bear Blvd. School will ensure a safe and orderly 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	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The Safety team and Leadership team will periodically use components of the EOP to review practices and responsibilities in relationship to crisis management and the Standard Response Protocols. Strategy's Expected Result/Impact: Ensure staff know the EOP and Standard Response Protocols for BBS well. Staff Responsible for Monitoring: Director and BBS Safety Team. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Director Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Campus Funding Summary

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies and Materials		\$2,260.00
Sub-Total					\$2,260.00
Budgeted Fund Source Amount					\$2,260.00
+/- Difference					\$0.00
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Medicare Substitutes Support Staff	199.6141.000.131.32.0.131	\$50.00
1	1	1	Workers Comp Substitutes Support Staff	199.11.6143.000.131.32.0.131	\$50.00
1	1	1	Teacher Retirement Substitutes Support Staff	199.23.6146.000.131.32.0.131	\$50.00
1	1	1	Substitutes Support Staff	199.11.6122.000.131.32.0.131	\$5,000.00
1	3	2	Supply and Material	199.11.6399.000.131.32.0.131	\$9,700.00
Sub-Total					\$14,850.00
Budgeted Fund Source Amount					\$14,850.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies and Materials	199.11.6399.000.131.34.0.131	\$400.00
Sub-Total					\$400.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					\$0.00
199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes Professional Staff	199.13.6112.000.131.99.0.131	\$3,000.00
1	1	1	Workers Comp Substitutes Professional Staff	199.13.6143.000.131.99.0.131	\$50.00
1	1	1	Medicare Substitutes Professional Staff	199.13.6141.000.131.99.0.131	\$50.00
1	3	2	Supplies and Materials		\$5,200.00
2	2	5	Clinic Supplies		\$1,500.00
Sub-Total					\$9,800.00
Budgeted Fund Source Amount					\$9,800.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	professional learning experiences Region IV	211.13.6239.000.131.34.0.000.FBG23	\$1,800.00
1	1	1	professional learning experiences Non Region IV	211.13.6299.000.131.34.0.000.FBG23	\$5,150.00
1	1	2	Region IV professional learning	211.23.6239.000.131.34.0.000.FBG23	\$500.00
1	3	3	Transportation Cost for field experiences aligned with projects	211.11.6494.000.131.34.0.000.FBG23	\$2,500.00
1	3	3	Admission Fees for field experiences aligned with projects	211.11.6412.000.131.34.0.000.FBG23	\$1,000.00
1	3	3	Materials/Manipulatives and field experiences aligned with projects	211.11.6399.000.131.34.0.000.FBG23	\$2,305.48
2	2	4	Counselor Salary		\$93,402.52
2	2	6	PFE Training Contract Services	211.61.6299.000.131.34.0.000.FBG23	\$800.00
2	2	6	PFE Supplies and Materials	211.61.6399.000.131.34.0.000.FBG23	\$342.00
2	2	6	PFE Snacks & Beverage for Mtgs/Trainings	211.61.6499.000.131.34.0.000.FBG23	\$200.00
3	1	2	Project Class Program	211.11.6299.000.131.34.0.000.FBG23	\$6,000.00
Sub-Total					\$114,000.00
Budgeted Fund Source Amount					\$114,000.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies and Materials		\$1,300.00
2	2	6	PFE Training Contract Services	282.61.6299.000.131.34.0.131.ARP22	\$19,500.00
2	2	6	Materials Aligning with PFE Training	282.61.6399.00.131.34.0.131.ARP22	\$10,000.00
Sub-Total					\$30,800.00

282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$40,501.00
+/- Difference					\$9,701.00
Grand Total Budgeted					\$181,811.00
Grand Total Spent					\$172,110.00
+/- Difference					\$9,701.00