

Spring Branch Independent School District

The Bear Blvd. School

2021-2022 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 2020-2021 Enrollment Projections: 319 Total Students; 319 Low SES Students; 211 EL Students
2. Projected 2021-2022 Enrollment Projections: 239 Total Students; 160 Low SES Students; 126 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.

1. The 2021-2022 classes will be:

- i. 2 PK3 classes: 2 ESL/Mainstream sections; & 2 Bilingual Spanish sections

- ii. 8 ESL/Mainstream PK4 classes (note: 2 classes will be added from VOE to BBS; 1 additional position was added late spring 2021 for the

2021-2022 school year)

- iii. 4 Bilingual Spanish PK4 classes

- iv. 1 ECSE class (note: due to decrease projected enrollment, one ECSE Teacher is being relocated to another campus. BBS will have 1

Teacher and 2 Teacher Assistants)

Demographics Strengths

We began the 2020-2021 school year with 133 students. Enrollment grew during the Fall Semester and held steady throughout the Spring Semester with 216 students. 2021-2022 enrollment projections total 239 (160 Low SES and 126 EL); which is an increase of 23 total students when compared with the 2020-2021 actual total enrollment of 216.

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 2 PK3 Bilingual sections and 2 PK3 Mainstream/ESL sections. The AM sections were in-person and the PM sections were virtual.

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.)

One of our thirteen teachers were new to Bear Boulevard this year. The teacher was a first-year early childhood special education teacher from out of state. Remaining 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. Unfortunately, due to the pandemic, parents/visitors were not allowed on campus during the 2020-2021 school year so we conducted parent meetings and training sessions virtually. We continue to have a robust parent volunteer program and all volunteer activities were conducted virtually due to the pandemic. 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 2020-2021

- Rapid Letter Naming - Campus: 79% (85% 2018-2019)
- Rapid Vocabulary - Campus: 70% (60% 2018-2019)
- Early Writing - Campus: 96% (94% 2018-2019)

BBS PK4 F&P Running Record Literacy Assessment Campus Average at EOY 2020-2021:

- 32% level A or higher (note: in 2018-2019 a different assessment was used, DRA2/EDL2, and 73% had a level A or higher)

BBS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at EOY 2020-2021:

- Rapid Letter Naming - Bilingual: 88% & Mainstream: 81%
- Rapid Vocabulary - Bilingual: 67% & Mainstream: 53%
- Early Writing - Bilingual: 94% & Mainstream: 94%

BBS PK4 CIRCLE Math Assessment Campus & District Average at EOY 2020-2021:

- Rote Counting - Campus: 56% (70% 2018-2019)
- Shape Naming - Campus: 83% (80% 2018-2019)
- Number Discrimination - Campus: 89% (90% 2018-2019)
- Number Naming - Campus: 71% (78% 2018-2019)
- Shape Discrimination - Campus: 88% (92% 2018-2019)
- Counting Sets - Campus: 76% (83% 2018-2019)
- Operations - Campus: 61% (53% 2018-2019)
- Overall Measure - Campus: 81% (86% 2018-2019)

BBS PK4 CIRCLE Social/Emotional Campus Average at EOY 2020-2021

- Campus: 97% (95% 2018-2019)

One Teacher resigned in January 2021 due to the pandemic. One Teacher Assistant resigned in November 2020 due to another job opportunity. Two PK4 Main/ELS Teacher Assistants are retiring/resigning at the end of 2020-2021 school year and two Teacher Assistants were hired to replace them for the 2021-2022 school year. One ECSE Teacher is

being relocated to another campus in the district due to a decrease in our initial projected enrollment in ECSE for the 2021-2022 school year. The remaining 2020-2021 staff are returning for the 2021-2022 school year. In addition, one PK4 Main/ESL Teacher and one Teacher Assistant will be moving from VOE to BBS. Two experienced PK4 Main/ESL Teachers were hired, one from out of state and one transferring from another SBISD campus. Two PK4 Main/ESL Teacher Assistants were hired.

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. During the 2020-2021 school year, technology was used to provide academic and social/emotional instruction to our students choosing a virtual learning environment.

Student Learning Strengths

1. PK4 Literacy areas showing improvement comparing EOY averages 2019 with 2021:

- Rapid Vocabulary increased by 10 percentage points to 70%
- Early Writing increased by 2 percentage points to 96%
- Note: 2020-2021 campus goal of increasing percentage of students on track by 4 percentage points from MOY to EOY was met and exceeded in all areas and across both languages of instruction
- Note: campus outperformed district in area of Early Writing by 6 percentage points

2. PK4 Math areas showing improvement comparing EOY averages 2019 with 2021:

- Shape Naming increased 3 percentage points to 80%
- Operations increased by 8 percentage points to 61%
- Note: campus outperformed district in areas of Operations by 1 percentage point

3. PK4 Social/Emotional exceeded district average by 8 percentage points at 97%.

4. Data reflections comparing PK4 Bilingual and Mainstream/ESL class averages 2019 with 2021:

- PK4 Bilingual classes increased the percentage of students on track in the areas of Rapid Vocabulary and Early Writing; Rapid Letter Naming remained the same.
- PK4 Mainstream/ESL classes increased the percentage of students on track in the area of Rapid Letter Naming and Early Writing.
- PK4 Bilingual class ended the year with a higher percentage of students on track than Mainstream/ESL classes in the areas of: Rapid Letter Naming, Rapid Vocabulary, Early Writing and Social Emotional.
- 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.
- 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 2021-2022 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 afternoon 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, which is one of our existing Team Leaders, 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 campus Collaborative Teams.

Teacher Levels of Implementation Survey in April 2021 was completed by 4 of 13 teachers.

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

Collaborative instructional reviews focused on strategies to achieve campus goals will continue for the 2021-2022 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 2020-2021 and want to continue/add for next year:

1. **Achievement & Growth:** By June 2021, 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 4 percentage points from MOY to EOY.

- PD for Teachers
- 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
- Added Benchmark Curriculum
- Ordered new small group books
- Continue BBS PK Lead Teacher position
- Continue to purchase literacy/math materials
- Continue projects
- Add field experiences if able to go on trips and/or have volunteers on campus

2. Connectedness: By June 2021, at least 94% of students will meet expectations on the Social Emotional Learning portion of the Circle assessment.

- Project CLASS coming to do social emotional lessons/student support & pull small groups
- Add guidance lesson in classes for SEL
- Parent SEL, Literacy, Numeracy classes via zoom
- Continue Counselor & Social Worker
- Continue Parent Center
- Efficient Clinic & Office supporting students, families, staff
- PK Visit to Elementary campus if able to go on trips

4. Gap Closure: By June 2021, PK4 will increase overall performance on PK assessments to narrow the gap by at least 5 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
- Use of iPad &/or hotspot for VIR classes and students temporarily on VIR

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

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 2020-2021 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 2021-2022 school year despite an increase in cost.

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we provide Istation Home as adaptive software students can access from home and ReadyRosie 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 2020-2021 school year (only two parents participated which was an increase of 1 when compared to 2019-2020 school year; 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 very small percentage of parents participated in virtual parent training sessions throughout the 2020-2021 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.

Parent Survey indicated (19 surveys were returned which is twice as many returned when compared with the 2019-2020 school year):

1. Virtual Parent training participation: 15.8% able to participate; 10.5% hard to focus in virtual setting; 73.7% unable to participate
2. Best Day/Time to Engage in School Activities – Mondays & Fridays
 1. 9:00-10:00 was best time for 42.1%
 2. 5:00-6:00 was preferred by 26.3%
3. Support Topics in 2021-2022 – Literacy, Numeracy, SEL selected by 84.2%

All classes have an ActivBoard 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 iTouch and 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 and 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.

Campus used 2019-2020 Title I Funds to purchase 4 ActivPanels for classrooms. Campus was planning to use 2020-2021 Title I Funds to purchase 5 more ActivPanels for classrooms. However, the district provided ActivPanels for the remaining classrooms on campus. District provided campus with additional iPads and hotspots for family check out to participate during virtual instruction. In addition, the district provided campus Teacher Assistants with a laptop so they could support students in a virtual learning environment. Campus used 2020-2021 Title I Funds to purchase stylus for student writing practice on iPads. Campus received additional iPads and cases using student device refresh annual funds for the 2020-2021 school year:

1. 12 for PK3 classes (6/class)
2. 4 for ECSE classes (2/class)
3. 110 for PK4 classes (11/class)

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 (14 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): Lotteried two parent CIT representatives and two parent CIT alternates for the 2020-2021 school year and two of the four parents participated in CIT meetings **Root Cause:** in-person CIT meeting conflicts with family demands/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; 80% have a reading level A or higher (F&P)

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 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 trainings during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- Team Leader Internships: one 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.

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 2020-2021 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 2020-2021 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 2021-2022 school year despite an increase in cost.

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 Rtl) shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a 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 25 students (12% 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 trainings 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 iTouch/iPad apps as a way to provide additional literacy and math skill practice. Student responsive software is used in Literacy and Math (iStation) 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 trainings during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- Team Leader Internships: one 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.

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 2020-2021 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 2020-2021 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 2021-2022 school year despite an increase in cost.

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 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 25 students (12% 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 (14 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: Lotteried two parent CIT representatives and two parent CIT alternates for the 2020-2021 school year and two of the four parents participated in CIT meetings

Root Cause 8: in-person CIT meeting conflicts with family demands/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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2022, The Bear Blvd. School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 4 percentage points or $\geq 90\%$.


2020-21: Rapid Letter - 79%; Rapid Vocabulary Naming - 70%; Writing 96%; SEL 96%; Math 81%







2019-20: Not Rated due to COVID

2018-19: Rapid Letter - 85%; Rapid Vocabulary - 60%; Writing 94%; SEL 94%; Math 86%

2017-18: Rapid Letter - 87%; Rapid Vocabulary - 54%; Writing 90%; SEL 98%; Math 84%

Evaluation Data Sources: EOY CIRCLE Assessment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional learning opportunities for teachers and teacher assistants in early literacy, math, project approach, and social emotional learning. 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 Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: professional learning experiences Region IV - 211 - Title I, Part A - 211.13.6239.000.131.34.0.000.FBG22 - \$1,800, Substitutes Professional Staff - 199 PIC 99 - Undistributed - 199.13.6112.000.131.99.0.131 - \$3,000, Medicare Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.6141.000.131.32.0.131 - \$50, professional learning experiences Non Region IV - 211 - Title I, Part A - 211.13.6411.000.131.34.0.000.FBG22 - \$5,150, 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, 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, Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.11.6122.000.131.32.0.131 - \$5,000	Formative		
	Oct	Jan	Apr
	 35%		






Strategy 2 Details	Formative 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 Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Region IV professional learning - 211 - Title I, Part A - 211.23.6239.000.131.34.0.000.FBG22 - \$500, Region IV Services - 199 PIC 99 - Undistributed - 199.23.6239.000.131.99.0.131 - \$500	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: EARLY LITERACY: By June 2022, The Bear Blvd. School will increase the % of students meeting CIRCLE Reading Assessment Rapid Letter Naming (RLN) Component End-of-Year Benchmark by 4 percentage points or $\geq 90\%$.

2020-21: PK4 79% Meeting CIRCLE RLN EOY Benchmark

Evaluation Data Sources: CIRCLE Progress Monitoring Tool

Strategy 1 Details	Formative 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 with a formal reading level Staff Responsible for Monitoring: Director Multi Classroom Leader Team Leaders Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: GAP-CLOSING: By June 2022, The Bear Blvd. School will increase overall performance on pre-kindergarten assessments to narrow the gap by at least 4 percentage points between EL/non-EL students on CIRCLE while all performance improves.






2020-21: EL 77%; non-EL 63%

2019-20: Not Rated due to COVID

2018-19: EL 80%; non-EL 70%

2017-18: EL 73%; non-EL 71%

Evaluation Data Sources: EOY CIRCLE Assessment: Rapid Vocabulary

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer technology tools to enable teachers to personalize student instruction. Strategy's Expected Result/Impact: Increase student performance by offering rigorous personalized opportunities in reading and technology tools. Staff Responsible for Monitoring: Director Multi Classroom Leader Team Leaders Campus Technology Representative Technology Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Technology Tools - 211 - Title I, Part A - 211.11.6398.000.131.34.0.000.FBG22 - \$2,000, Technology Equipment - 199 PIC 32 - Pre-Kindergarten - 199.11.6398.000.131.32.0.131.FBG21 - \$500	Formative		
	Oct	Jan	Apr
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 4: STUDENT GROWTH: By June 2022, The Bear Blvd. School will increase the % of students who meet or exceed the benchmark cut score on the CIRCLE assessment: Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning by 10 percentage points from MOY to EOY.



2020-21: Rapid Letter - 79%; Rapid Vocabulary - 70%; Writing 96%; SEL 97%; Math 81%






2019-20: Not Rated due to COVID

2018-19: Rapid Letter - 85%; Rapid Vocabulary - 60%; Writing 94%; SEL 94%; Math 86%

2017-18: Rapid Letter - 87%; Rapid Vocabulary - 54%; Writing 90%; SEL 98%; Math 84%

Evaluation Data Sources: EOY CIRCLE Assessment Data

Strategy 1 Details	Formative 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 Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Purchase literacy and math materials for classrooms to enhance teachers ability to personalize reading and math instruction. Strategy's Expected Result/Impact: Teachers and students will be able to have increased opportunities to read in a greater variety of texts and to learn math concepts using a greater variety of manipulatives. Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Supply and Material - 199 PIC 32 - Pre-Kindergarten - 199.11.6399.000.131.32.0.131 - \$3,000, Supply and Material - 199 PIC 34 - Pre-K At Risk/SCE - 199.11.6399.000.131.34.0.131 - \$200, Reading and Math materials and manipulatives - 211 - Title I, Part A - 211.11.6399.000.131.34.0.000.FBG22 - \$2,525, Reading Materials - 211 - Title I, Part A - 211.11.6329.000.131.34.0.000.FBG22 - \$4,000	Formative		
	Oct	Jan	Apr
			


Strategy 3 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders Field Investigation/Fun Days Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Transportation Cost for field experiences aligned with projects - 211 - Title I, Part A - 211.11.6494.000.131.34.0.000.FBG22 - \$2,500, Admission Fees for field experiences aligned with projects - 211 - Title I, Part A - 211.11.6412.000.131.34.0.000.FBG22 - \$1,000, Materials/Manipulatives and field experiences aligned with projects - 211 - Title I, Part A - 211.11.6399.000.131.34.0.000.FBG22 - \$5,250	Formative		
	Oct	Jan	Apr
	 35%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			




Goal 2: STUDENT SUPPORT. Every student at The Bear Blvd. School will benefit from an aligned system that supports his/her academic and social-emotional needs.






Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2022, 90% of students at The Bear Blvd. School will meet expectations on the Social Emotional Learning portion of the CIRCLE assessment.

2020-21: Social/Emotional - 97%
 2019-20: Not Rated due to COVID
 2018-19: Social/Emotional - 94%
 2017-18: Social/Emotional - 98%

Evaluation Data Sources: Social-Emotional Learning CIRCLE EOY Checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a Counselor and Social Worker to work with families and students in crisis to help them connect with school and improve attendance, (including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk). Strategy's Expected Result/Impact: Provide interventions for students whose lives are in crisis to support learning readiness. Staff Responsible for Monitoring: Director Counselor CIS Teachers Parents Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Teacher Retirement Counsellor - 211 - Title I, Part A - 211.31.6146.000.131.34.0.000.FBG22 - \$7,155, Workers Comp Counselor - 211 - Title I, Part A - 211.31.6143.000.131.34.0.000.FBG22 - \$444, Professional Salary Counselor - 211 - Title I, Part A - 211.31.6119.000.131.34.0.000.FBG22 - \$69,467, Employer Contribution Counselor - 211 - Title I, Part A - 211.31.6142.000.131.34.0.000.FBG22 - \$3,600, Medicare Counselor - 211 - Title I, Part A - 211.31.6141.000.131.34.0.000.FBG22 - \$1,007	Formative		
	Oct	Jan	Apr
	 35%		







Strategy 2 Details	Formative Reviews		
Strategy 2: Provide parent center, parenting program, and materials for our families to promote ongoing parent and family engagement. Strategy's Expected Result/Impact: When families are engaged in the school student success will increase. Staff Responsible for Monitoring: Director Counselor CIS Teachers Parent Partner & Newsletter Committee Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: PFE Training Contract Services - 211 - Title I, Part A - 211.61.6299.000.131.34.0.000.FBG22 - \$800, PFE Snacks & Beverage for Meetings/Trainings - 211 - Title I, Part A - 211.61.6499.000.131.34.0.000.FBG22 - \$200, Materials Aligning with PFE Training - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6399.000.131.34.0.131.ARP21 - \$10,000, PFE Supplies & Materials - 211 - Title I, Part A - 211.61.6399.000.131.34.0.000.FBG22 - \$342, PFE Training Contract Services - 282 ARP21 (ESSER III Campus Allocations) - 282.61.6299.000.131.34.0.131.ARP21 - \$19,500	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide supplies for nurse to care for students so that attendance and physical activity are consistent, (including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk). Strategy's Expected Result/Impact: Healthy students will be more successful. Staff Responsible for Monitoring: Director Nurse Title I Schoolwide Elements: 2.4, 2.5, 3.1 Funding Sources: Supplies Clinic - 199 PIC 99 - Undistributed - 199.33.6399.000.131.99.0.131 - \$1,500	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide high functioning and efficient front office to support families and staff. Strategy's Expected Result/Impact: Meeting family and staff needs will enhance building climate and increase student performance. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 2.4, 2.6, 3.1 Funding Sources: Miscellaneous Contract Services - 199 PIC 32 - Pre-Kindergarten - 199.11.6299.000.131.32.0.131 - \$325, Substitutes Support Staff/Office Staff - 199 PIC 99 - Undistributed - 199.23.6122.000.131.99.0.131 - \$3,000, Workers Comp Substitutes Support Staff/Office Staff - 199 PIC 99 - Undistributed - 199.23.6143.000.131.99.0.131 - \$50, Supplies Office - 199 PIC 99 - Undistributed - 199.23.6399.000.131.99.0.131 - \$1,500, Medicare Substitutes Support Staff/Office Staff - 199 PIC 99 - Undistributed - 199.23.6141.000.131.99.0.131 - \$50, Miscellaneous Operating Expense - 199 PIC 99 - Undistributed - 199.23.6499.000.131.99.0.131 - \$1,780	Formative		
	Oct	Jan	Apr
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide transition visits for our prekindergarten students to visit their future elementary campuses. Strategy's Expected Result/Impact: Enhance a positive transition from PK School to Elementary campuses. Staff Responsible for Monitoring: Director Title I Schoolwide Elements: 2.6 Funding Sources: Transportation - 211 - Title I, Part A - 211.11.6494.000.131.34.0.000.FBG22 - \$500	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: STUDENT SUPPORT. Every student at The Bear Blvd. School will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each classroom will implement and support social-emotional learning curriculum.







Evaluation Data Sources: Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a Counselor and Social Worker to conduct guidance lessons in classrooms. Strategy's Expected Result/Impact: Increasing student social emotional skills supports student growth Staff Responsible for Monitoring: Director, Counselor, CIS, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide student support services and materials in the area of Social Emotional Learning to include violence prevention and intervention. Strategy's Expected Result/Impact: Strengthening student social emotional skills supports student growth Staff Responsible for Monitoring: Director Counselor Social Worker Teachers Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Social Emotional Support Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399.000.131.34.0.131.ARP21 - \$1,300, Miscellaneous Contract Services - 211 - Title I, Part A - 211.11.6299.000.131.34.0.000.FBG22 - \$6,000	Formative		
	Oct	Jan	Apr
			
<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 1: 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	Formative 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: EMERGENCY OPERATIONS: Develop 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	Formative 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: FISCAL RESPONSIBILITY. The Bear Blvd. School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

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

Strategy 1 Details	Formative 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 Title I Schoolwide Elements: 2.5	Formative		
	Oct	Jan	Apr
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

199 PIC 23 - Special Education					
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 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	1	Technology Equipment	199.11.6398.000.131.32.0.131.FBG21	\$500.00
1	4	2	Supply and Material	199.11.6399.000.131.32.0.131	\$3,000.00
2	1	4	Miscellaneous Contract Services	199.11.6299.000.131.32.0.131	\$325.00
Sub-Total					\$8,975.00
Budgeted Fund Source Amount					\$8,975.00
+/- Difference					\$0.00
199 PIC 34 - Pre-K At Risk/SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Supply and Material	199.11.6399.000.131.34.0.131	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- 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

199 PIC 35 -PreK Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- 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	1	2	Region IV Services	199.23.6239.000.131.99.0.131	\$500.00
2	1	3	Supplies Clinic	199.33.6399.000.131.99.0.131	\$1,500.00
2	1	4	Substitutes Support Staff/Office Staff	199.23.6122.000.131.99.0.131	\$3,000.00
2	1	4	Workers Comp Substitutes Support Staff/Office Staff	199.23.6143.000.131.99.0.131	\$50.00
2	1	4	Supplies Office	199.23.6399.000.131.99.0.131	\$1,500.00
2	1	4	Medicare Substitutes Support Staff/Office Staff	199.23.6141.000.131.99.0.131	\$50.00
2	1	4	Miscellaneous Operating Expense	199.23.6499.000.131.99.0.131	\$1,780.00
Sub-Total					\$11,480.00
Budgeted Fund Source Amount					\$11,480.00
+/- 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.FBG22	\$1,800.00
1	1	1	professional learning experiences Non Region IV	211.13.6411.000.131.34.0.000.FBG22	\$5,150.00
1	1	2	Region IV professional learning	211.23.6239.000.131.34.0.000.FBG22	\$500.00
1	3	1	Technology Tools	211.11.6398.000.131.34.0.000.FBG22	\$2,000.00
1	4	2	Reading and Math materials and manipulatives	211.11.6399.000.131.34.0.000.FBG22	\$2,525.00
1	4	2	Reading Materials	211.11.6329.000.131.34.0.000.FBG22	\$4,000.00
1	4	3	Transportation Cost for field experiences aligned with projects	211.11.6494.000.131.34.0.000.FBG22	\$2,500.00
1	4	3	Admission Fees for field experiences aligned with projects	211.11.6412.000.131.34.0.000.FBG22	\$1,000.00
1	4	3	Materials/Manipulatives and field experiences aligned with projects	211.11.6399.000.131.34.0.000.FBG22	\$5,250.00
2	1	1	Teacher Retirement Counsellor	211.31.6146.000.131.34.0.000.FBG22	\$7,155.00
2	1	1	Workers Comp Counselor	211.31.6143.000.131.34.0.000.FBG22	\$444.00
2	1	1	Professional Salary Counselor	211.31.6119.000.131.34.0.000.FBG22	\$69,467.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Employer Contribution Counselor	211.31.6142.000.131.34.0.000.FBG22	\$3,600.00
2	1	1	Medicare Counselor	211.31.6141.000.131.34.0.000.FBG22	\$1,007.00
2	1	2	PFE Training Contract Services	211.61.6299.000.131.34.0.000.FBG22	\$800.00
2	1	2	PFE Snacks & Beverage for Meetings/Trainings	211.61.6499.000.131.34.0.000.FBG22	\$200.00
2	1	2	PFE Supplies & Materials	211.61.6399.000.131.34.0.000.FBG22	\$342.00
2	1	5	Transportation	211.11.6494.000.131.34.0.000.FBG22	\$500.00
2	2	2	Miscellaneous Contract Services	211.11.6299.000.131.34.0.000.FBG22	\$6,000.00
Sub-Total					\$114,240.00
Budgeted Fund Source Amount					\$114,240.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Materials Aligning with PFE Training	282.61.6399.000.131.34.0.131.ARP21	\$10,000.00
2	1	2	PFE Training Contract Services	282.61.6299.000.131.34.0.131.ARP21	\$19,500.00
2	2	2	Social Emotional Support Materials	282.11.6399.000.131.34.0.131.ARP21	\$1,300.00
Sub-Total					\$30,800.00
Budgeted Fund Source Amount					\$30,800.00
+/- Difference					\$0.00
Grand Total					\$165,695.00

Addendums