

Spring Branch Independent School District

The Bear Blvd. School

2020-2021 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Adopted 2019-2020 Enrollment Projections: 293 Total Students; 284 Low SES Students; 175 EL Students
2. Projected 2020-2021 Enrollment Projections: 319 Total Students; 319 Low SES Students; 211 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. Our combined PK and K Bilingual Vietnamese class for 2017-2018 was moved to TCE as part of a district Vietnamese program move. We started a PK3 year old program for the 2017-2018 school year (we started with 1 ESL/Mainstream section and 1 Bilingual Spanish section, but doubled our enrollment during registration and added 1 more section of each). We also added two PPCD classes for the 2017-2018 school year. 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.
 1. The 2020-2021 classes will be:
 1. 2 PK3 classes:2 ESL/Mainstream sections and 2 Bilingual Spanish sections
 2. 5 ESL/Mainstream PK4 classes
 3. 5 Bilingual Spanish PK4 classes
 4. 2 ECSE classes

Demographics Strengths

Enrollment grew during the Fall Semester and held steady throughout the Spring Semester. 2020-2021 enrollment projections total 319 (319 Low SES and 211 EL); which is an increase of 26 students when compared with the 2019-2020 adopted enrollment of 293 (284 Low SES and 175 EL). Low SES students are projected to increase by 35 and EL students are increasing by 36 when comparing 2019-2020 with 2020-2021 projections.

Our PK3 program began the 2017-2018 school year with two sections, 1 ESL/Mainstream section and 1 Bilingual Spanish, but we doubled our enrollment during August 2017 registration and added two more sections for a total of 3 ESL/Mainstream sections and 1 Bilingual Spanish section. We received students from other PK Center waiting lists due to having an available classroom and a teacher/teacher assistant position held in staffing projections from PK4. We maintained a waiting list for PK3 Bilingual of 11-14 students throughout the 2017-2018 school year (need 15 students on a waiting list to open a new section). 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.

Two of our fourteen teachers were new to Bear Boulevard this year. Both were experienced early childhood teachers 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 and our counselor. We have a parent center in our school and have increased parent participation on campus. We continue to have a robust parent volunteer program and a number of community partnerships.

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

NOTE: Due to COVID19 Pandemic, Middle of Year data is reported as End of Year data was not available.

BBS PK3 CIRCLE Literacy Assessment Campus Average at Middle of Year 2019-2020

- Rapid Letter Naming - Campus: 31% (29% 2018-2019)
- Rapid Vocabulary - Campus: 69% (66% 2018-2019)
- Early Writing - Campus: 80% (68% 2018-2019)

BBS PK4 CIRCLE Literacy Assessment Campus Average at Middle of Year 2019-2020

- Rapid Letter Naming - Campus: 72% (70% 2018-2019)
- Rapid Vocabulary - Campus: 60% (53% 2018-2019)
- Early Writing - Campus: 90% (89% 2018-2019)

BBS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at Middle of School Year 2019-2020:

- Rapid Letter Naming - Bilingual: 78% & Mainstream: 67%
- Rapid Vocabulary - Bilingual: 68% & Mainstream: 52%
- Early Writing - Bilingual: 92% & Mainstream: 89%

BBS PK3 CIRCLE Math Assessment Campus at Middle of Year 2019-2020

- Rote Counting - Campus: 6% (12% 2018-2019)
- Shape Naming - Campus: 44% (49% 2018-2019)
- Number Discrimination - Campus: 19% (45% 2018-2019)
- Number Naming - Campus: 11% (29% 2018-2019)
- Shape Discrimination - Campus: 81% (47% 2018-2019)
- Counting Sets - Campus: 58% (69% 2018-2019)
- Operations - Campus: 14% (18% 2018-2019)
- Overall Measure - Campus: 70% (76% 2018-2019)

BBS PK4 CIRCLE Math Assessment Campus & District Average at Middle of Year 2019-2020

- Rote Counting - Campus: 39% (48% 2018-2019)
- Shape Naming - Campus: 68% (62% 2018-2019)
- Number Discrimination - Campus: 76% (75% 2018-2019)
- Number Naming - Campus: 59% (54% 2018-2019)
- Shape Discrimination - Campus: 77% (81% 2018-2019)
- Counting Sets - Campus: 70% (57% 2018-2019)
- Operations - Campus: 37% (18% 2018-2019)
- Overall Measure - Campus: 75% (77% 2018-2019)

One Teacher Assistant received a promotion during the fall and moved to another school district. One Teacher Assistant retired in December. The remaining current staff are returning for the 2020-2021 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. PK3 Literacy areas showing improvement comparing middle of year averages from 2019 to 2020 in:
 1. Rapid Letter Naming increased by 2 percentage points to 31%
 2. Rapid Vocabulary increased by 3 percentage points to 69%
 3. Early Writing increased by 12 percentage points to 80%
 4. Note: campus goals of increasing Rapid Letter Naming to 66% was on track to meet by year end
 5. Note: campus outperformed district in area of Rapid Letter Naming and was on par in areas of Rapid Vocabulary and Early Writing

1. PK4 Literacy areas showing improvement comparing middle of year averages from 2019 to 2020 in:
 1. Rapid Letter Naming increased by 2 percentage points to 72%
 2. Rapid Vocabulary increased by 7 percentage points to 60%
 3. Early Writing increased by 1 percentage points to 90%
 4. Note: campus goals of increasing:
 1. Early Writing to 85% was exceeded at 90%
 2. Rapid Letter Naming to 85% and Rapid Vocabulary to 65% were on track to meet by year end
 5. Note: campus outperformed district in area of Early Writing

1. PK4 Math areas showing improvement comparing middle of year averages from 2019 to 2020 in:
 1. Shape Naming increased 6 percentage points to 68%
 2. Number Discrimination increased 1 percentage point to 76%
 3. Number Naming increased 5 percentage points to 59%
 4. Counting Sets increased 13 percentage points to 70%
 5. Operations increased 19 percentage points to 37%
 6. Note: campus goals of increasing Counting Sets and Overall Measure to 85% was on track to meet by year end

PK4 Social/Emotional exceeded campus goal by 4 percentage points to 89% and exceeded district average by 1 percentage point at 89%.

Data reflections comparing Bilingual and Mainstream/ESL classes across PK3 & PK4:

PK3 Bilingual increased the percentage of students on track in the areas of Rapid Letter Naming and Early Writing.

PK3 Mainstream/ESL increased the percentage of students on track in the area of Early Writing.

PK3 Bilingual class at middle of year had a higher percentage of students on track than Mainstream/ESL classes in the areas of: Rapid Vocabulary, Early Writing and Social Emotional.

PK3 Mainstream/ESL classes at middle of year had a higher percentage of students on track than the Bilingual class in the area of: Rapid Letter Naming.

PK4 Bilingual classes increased the percentage of students on track in the areas of Rapid Letter Naming, Rapid Vocabulary and Early Writing.

PK4 Mainstream/ESL classes increased the percentage of students on track in the area of Rapid Vocabulary.

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 (note: no CIRCLE data available at end of year due to COVID19 Pandemic) to use for PLC planning targeted instruction and for scheduling collaborative walk thrus 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 2020-2021 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, one of our existing Team Leaders, to coach and mentor our staff and lead professional learning. Further, a PK Coach provided professional learning in hour long 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 half day sessions 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 PLC.

Teacher Levels of Implementation Survey in April 2020 was completed by 12 of 14 teachers.

- The Balanced Literacy initiative showed 8 of 12 teachers at the institutionalized/automatic level and 3 of 12 teachers at the fully implementing level and 1 of 12 teachers at the starting to use level.
- The Professional Learning Community (PLC) initiative showed 4 of 12 teachers at the institutionalized/automatic level, and 8 of 12 teachers at the fully implementing level.
- The Share A Smile initiative showed 12 of 12 teachers at the institutionalized/automatic level.

Collaborative instructional reviews focused on strategies to achieve campus goals will continue for the 2020-2021 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 2019-2020 and want to continue/add for next year:

1. Achievement & Growth: By June 2020, at least 85% PK4 students will meet benchmark cut score on Circle assessment for the following components reported to the state: Rapid Letter Naming, Writing, Math, SEL; and 65% in Rapid Vocabulary.

- Support from Team Leaders
- Peer classroom observations/visits
- Open communication with peers
- Classroom funds at BOY to purchase materials
- PK coach knowledge/funds to purchase needed items for students & centers

- Real life based centers for students
- Zoo (optional) & Children's Museum (all)
- Fire Truck visit (October) & Police Officer visit (April)
- Police Officer's coming to read to classes

2. Connectedness: By June 2020, at least 90% 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
- Bike raffle to increase parent community engagement
- Good responses from cooking classes
- I Am Ready parent classes supporting transition to Kindergarten
- Efficient Clinic & Office supporting students, families, staff
- Kindergarten school visit 2020-2021
- Teacher visits to OWL Lab with Rice University & Saint Francis PK Program

3. College Ready: By June 2020, at least 85% PK4 students will meet benchmark cut score on Circle assessment for the following components reported to the state: Rapid Letter Naming, Writing, Math, SEL; and 65% in Rapid Vocabulary.

- Region 4 Conferences & PD sessions
- Kristina Parr doing SEL/PBIS training for teachers & assistants in fall 2020-2021

4. Gap Closure: By June 2020, PK4 will decrease existing achievement gap by at least 5 percentage points between Bilingual and Mainstream/ESL students in the area of Rapid Vocabulary while all performance improves.

- Received 4 ActivPanels in 2019-2020; continue to purchase more ActivPanels
- Wireless headphones for students
- QR code & Clever to sign in to Ready Rosie, Class Dojo, Epic, Raz-Kids)

There were no office referrals for the 2019-2020 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.

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 2019-2020 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 at Orientation, Open House, Parent Conferences, Summer Parent Night, Parent Reading Buddy Lunch, and Parent Learning Days. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance. Parent Learning Days were conducted in the fall and spring by all PK4 teachers/classes across the campus. Parents responded well, provided input, and carried over strategies at home. Parents were encouraged/reminded to access Ready Rosie videos throughout the school year. The number of videos viewed across classes throughout the school year.

During COVID19 Pandemic and school closure, parents supported their child's learning in a variety of ways with 98% engaged at some level:

1. PK weekly packets
2. Teacher zoom lessons
3. Accessing resources on teacher itslearning pages (video lessons, etc.)
4. Ready Rosie
5. SBISD Digital Backpack

Parent Survey indicated:

1. Preferred Communication – call outs, flyers in student folders, monthly newsletters
2. Best Day/Time to Engage in School Activities – Tuesdays & Wednesdays
 1. 9:00-10:00 was majority best time
 2. 4:00-5:00 & 5:00-7:00 was preferred by a few
3. Support in 2020-2021 – keep doing Ready Rosie

All classes are scheduled to use the ActivBoard in the library area of room 18 two times per week and open scheduling available on Fridays. Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. blogs, goggle docs, campus web page, Skype, itsLearning, etc.) to 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. Need to order more wireless headphones for student use while engaged on iStation & at listening centers. 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 is planning to use 2020-2021 Title I Funds to purchase 5 more ActivPanels for classrooms. Campus is planning to use 2020-2021 Title I Funds to purchase stylus for student writing practice on iPads. Campus ordered 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 (18 percentage point gap). **Root Cause:** Poverty impact on language development

Problem Statement 2 (Prioritized): PK3 and PK4 teachers do not collaborate during PLC 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 2019-2020 school year and one of the four parents participated in CIT meetings **Root Cause:** time of CIT meeting conflicts with family demands

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 is provided to students at no cost.

Campus goals:

PK3 - 66% meet expectations in Rapid Letter Naming; 42% Number Naming

PK4 - 65% in Rapid Vocabulary and 85% in Counting Sets

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.

- Daily Campus PD for Teachers 7:30-8:00
- Monthly Campus PD for Teacher Assistants 3:00-3:30 & on 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 presented 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 Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader represents campus on Superintendent Teacher Advisory Committee.

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

1. 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).
2. Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. 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 2019-2020 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.

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 35 students 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. 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 more teachers fully implementing elements of professional learning communities **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 PLCs 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 PLCs 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 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. PLC (Emerging (fully implementing, beginning of internalization), and
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.

- Daily Campus PD for Teachers 7:30-8:00
- Monthly Campus PD for Teacher Assistants 3:00-3:30 & on 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 presented 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 Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader represents campus on Superintendent Teacher Advisory Committee.

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

1. 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).
2. Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. 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 2019-2020 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.

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 35 students 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. 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 on support staff

Priority Problem Statements

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 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 (18 percentage point gap).

Root Cause 3: Poverty impact on language development

Problem Statement 3 Areas: Student Learning

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 on support staff

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Support more teachers fully implementing elements of professional learning communities

Root Cause 5: New Initiative

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: PK3 and PK4 teachers do not collaborate during PLC time

Root Cause 6: scheduling conflicts between half day and full day classes

Problem Statement 6 Areas: Student Learning

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 8: Lotteried two parent CIT representatives and two parent CIT alternates for the 2019-2020 school year and one of the four parents participated in CIT

meetings

Root Cause 8: time of CIT meeting conflicts with family demands

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

Problem Statement 10: Provide fiscally efficient resource and operations management

Root Cause 10: Financial management practices

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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 2021, 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 3 percentage points.

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

Summative Evaluation: None

<p>Strategy 1: Provide professional learning opportunities for teachers and teacher assistants in early literacy, math, project approach, and social emotional learning.</p> <p>Strategy's Expected Result/Impact: Better trained staff will lead to higher performing students.</p> <p>Staff Responsible for Monitoring: Director Counselor Team Leaders Teachers Teacher Assistants</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Substitutes for Teacher professional learning experiences - 211 - Title I, Part A - 211.11.6112.000.131.34.0.000.FBG21 - \$2,000, 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 - 211 - Title I, Part A - 211.13.6411.000.131.34.0.000.FBG21 - \$650, Substitutes Special Education Teacher Assistants - 199 PIC 23 - Special Education - 199.11.6122.000.131.23.0.131 - \$2,000, Retirement Substitutes for Teacher professional learning experiences - 211 - Title I, Part A - 211.11.6146.000.131.34.0.000.FBG21 - \$206, Workers Comp Substitutes Special Education Teacher Assistants - 199 PIC 23 - Special Education - 199.11.6143.000.131.23.0.131 - \$50, Region IV Professional Learning - 211 - Title I, Part A - 211.13.6239.000.131.34.0.000.FBG21 - \$4,000, Medicare Substitutes for Teacher professional learning experiences - 211 - Title I, Part A - 211.11.6141.000.131.34.0.000.FBG21 - \$29, 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 Special Education Teacher Assistants - 199 PIC 23 - Special Education - 199.11.6141.000.131.23.0.131 - \$50, Teacher Retirement Substitutes Special Education Teacher Assistants - 199 PIC 23 - Special Education - 199.11.6146.000.131.23.0.131 - \$50, Employer Contribution Substitutes Special Education Teacher Assistants - 199 PIC 23 - Special Education - 199.11.6142.000.131.23.0.131 - \$200, Medicare Substitutes Professional Staff - 199 PIC 99 - Undistributed - 199.13.6141.000.131.99.0.131 - \$50, Workers Comp Substitutes for Teacher professional learning experiences - 211 - Title I, Part A - 211.11.6143.000.131.34.0.000.FBG21 - \$13, Substitutes Support Staff - 199 PIC 32 - Pre-Kindergarten - 199.11.6122.000.131.32.0.131 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Provide professional learning opportunities for Principal in leadership.</p> <p>Strategy's Expected Result/Impact: Better trained principal will lead to higher performing students.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Region IV professional learning - 211 - Title I, Part A - 211.23.6239.000.131.34.0.000.FBG21 - \$500 , Region IV Services - 199 PIC 99 - Undistributed - 199.23.6239.000.131.99.0.131 - \$500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

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 Problem Statements: Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 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 (18 percentage point gap). Root Cause: Poverty impact on language development
Problem Statement 3: We need to continue to grow and enhance our three year old program Root Cause: new program
School Processes & Programs
Problem Statement 1: Support more teachers fully implementing elements of professional learning communities Root Cause: New Initiative
Perceptions
Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes Root Cause: Arrival and Dismissal demands on support staff

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: GAP-CLOSING: By June 2021, The Bear Blvd. School will increase overall performance on pre-kindergarten assessments to narrow the gap by at least 5 percentage points between EL/non-EL students on CIRCLE while all performance improves.

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

Summative Evaluation: None

<p>Strategy 1: Offer technology tools to enable teachers to personalize student instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance by offering rigorous personalized opportunities in reading and technology tools.</p> <p>Staff Responsible for Monitoring: Director Multi Classroom Leader Team Leaders Campus Technology Representative Technology Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Technology Tools - 211 - Title I, Part A - 211.11.6398.000.131.34.0.000.FBG21 - \$14,961, Technology Equipment - 199 PIC 32 - Pre-Kindergarten - 199.11.6398.000.131.32.0.131.FBG21 - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Technology not provided by the district is aging out Root Cause: Cost and campus budget limitations

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: STUDENT GROWTH: By June 2021, 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 from MOY to EOY.

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

Summative Evaluation: None

<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
<p>Strategy 2: Purchase literacy and math materials for classrooms to enhance teachers ability to personalize reading and math instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director Multi-Classroom Teacher Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Supply and Material - 199 PIC 32 - Pre-Kindergarten - 199.11.6399.000.131.32.0.131 - \$6,000, Reading and Math materials and manipulatives - 211 - Title I, Part A - 211.11.6399.000.131.34.0.000.FBG21 - \$3,104, Reading Materials - 211 - Title I, Part A - 211.11.6325.000.131.34.0.000.FBG21 - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
	 35%			

<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 Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Transportation Cost for field experiences aligned with projects - 211 - Title I, Part A - 211.11.6494.000.131.34.0.000.FBG21 - \$5,000, Materials/Manipulatives and field experiences aligned with projects - 211 - Title I, Part A - 211.11.6399.000.131.34.0.000.FBG21 - \$3,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 1: 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 (18 percentage point gap). Root Cause: Poverty impact on language development	
Problem Statement 2: PK3 and PK4 teachers do not collaborate during PLC time Root Cause: scheduling conflicts between half day and full day classes	
Problem Statement 3: We need to continue to grow and enhance our three year old program Root Cause: new program	
School Processes & Programs	
Problem Statement 1: Support more teachers fully implementing elements of professional learning communities Root Cause: New Initiative	
Perceptions	
Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes Root Cause: Arrival and Dismissal demands on support staff	

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 2021, 94% of students at The Bear Blvd. School will meet expectations on the Social Emotional Learning portion of the CIRCLE assessment.

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

Summative Evaluation: None

<p>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).</p> <p>Strategy's Expected Result/Impact: Provide interventions for students whose lives are in crisis to support learning readiness.</p> <p>Staff Responsible for Monitoring: Director Counselor CIS Teachers Parents</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Teacher Retirement Counsellor - 211 - Title I, Part A - 211.31.6146.000.131.34.0.000.FBG21 - \$6,987, Workers Comp Counselor - 211 - Title I, Part A - 211.31.6143.000.131.34.0.000.FBG21 - \$433, Professional Salary Counselor - 211 - Title I, Part A - 211.31.6119.000.131.34.0.000.FBG21 - \$67,831, Employer Contribution Counselor - 211 - Title I, Part A - 211.31.6142.000.131.34.0.000.FBG21 - \$3,200, Medicare Counselor - 211 - Title I, Part A - 211.31.6141.000.131.34.0.000.FBG@! - \$984</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 2: Provide parent center and parenting program for our families to promote ongoing parent and family engagement.</p> <p>Strategy's Expected Result/Impact: When families are engaged in the school student success will increase.</p> <p>Staff Responsible for Monitoring: Director Counselor CIS Teachers Parent Partner & Newsletter Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Family engagement operating expenses - 211 - Title I, Part A - 211.61.6499.000.131.34.0.000.FBG21 - \$1,302</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>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).</p> <p>Strategy's Expected Result/Impact: Healthy students will be more successful.</p> <p>Staff Responsible for Monitoring: Director Nurse</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.1</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies Clinic - 199 PIC 99 - Undistributed - 199.33.6399.000.131.99.0.131 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Provide high functioning and efficient front office to support families and staff.</p> <p>Strategy's Expected Result/Impact: Meeting family and staff needs will enhance building climate and increase student performance.</p> <p>Staff Responsible for Monitoring: Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Miscellaneous Contract Services - 199 PIC 32 - Pre-Kindergarten - 199.11.6299.000.131.32.0.131 - \$560, 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 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

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 Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Transportation - 211 - Title I, Part A - 211.11.6494.000.131.34.0.000.FBG21 - \$5,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics . Root Cause: Poverty
Perceptions
Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes Root Cause: Arrival and Dismissal demands on support staff

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

Summative Evaluation: None

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 Problem Statements: Demographics 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide student support services 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 Problem Statements: School Processes & Programs 2 Funding Sources: Miscellaneous Contract Services - 211 - Title I, Part A - 211.11.6299.000.131.34.0.000.FBG21 - \$4,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics . Root Cause: Poverty
School Processes & Programs
Problem Statement 2: Provide a safe learning environment to support student growth Root Cause: Community conditions
Perceptions
Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes Root Cause: Arrival and Dismissal demands on support staff

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

Summative Evaluation: None

<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Provide a safe learning environment to support student growth Root Cause: Community conditions

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

Summative Evaluation: None

<p>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.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrators Safety Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Provide a safe learning environment to support student growth Root Cause: Community conditions

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)

Summative Evaluation: None

<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Director Administrative Assistant</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: School Processes & Programs 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Provide fiscally efficient resource and operations management Root Cause: Financial management practices</p>

Campus Funding Summary

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes Special Education Teacher Assistants	199.11.6122.000.131.23.0.131	\$2,000.00
1	1	1	Workers Comp Substitutes Special Education Teacher Assistants	199.11.6143.000.131.23.0.131	\$50.00
1	1	1	Medicare Substitutes Special Education Teacher Assistants	199.11.6141.000.131.23.0.131	\$50.00
1	1	1	Teacher Retirement Substitutes Special Education Teacher Assistants	199.11.6146.000.131.23.0.131	\$50.00
1	1	1	Employer Contribution Substitutes Special Education Teacher Assistants	199.11.6142.000.131.23.0.131	\$200.00
Sub-Total					\$2,350.00
Budgeted Fund Source Amount					\$2,350.00
+/- 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	2	1	Technology Equipment	199.11.6398.000.131.32.0.131.FBG21	\$400.00
1	3	2	Supply and Material	199.11.6399.000.131.32.0.131	\$6,000.00
2	1	4	Miscellaneous Contract Services	199.11.6299.000.131.32.0.131	\$560.00
Sub-Total					\$12,110.00
Budgeted Fund Source Amount					\$12,110.00
+/- 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	1	2	Region IV Services	199.23.6239.000.131.99.0.131	\$500.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	\$1,500.00
Sub-Total					\$11,200.00
Budgeted Fund Source Amount					\$11,200.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Teacher professional learning experiences	211.11.6112.000.131.34.0.000.FBG21	\$2,000.00
1	1	1	professional learning experiences	211.13.6411.000.131.34.0.000.FBG21	\$650.00
1	1	1	Retirement Substitutes for Teacher professional learning experiences	211.11.6146.000.131.34.0.000.FBG21	\$206.00
1	1	1	Region IV Professional Learning	211.13.6239.000.131.34.0.000.FBG21	\$4,000.00
1	1	1	Medicare Substitutes for Teacher professional learning experiences	211.11.6141.000.131.34.0.000.FBG21	\$29.00
1	1	1	Workers Comp Substitutes for Teacher professional learning experiences	211.11.6143.000.131.34.0.000.FBG21	\$13.00
1	1	2	Region IV professional learning	211.23.6239.000.131.34.0.000.FBG21	\$500.00
1	2	1	Technology Tools	211.11.6398.000.131.34.0.000.FBG21	\$14,961.00
1	3	2	Reading and Math materials and manipulatives	211.11.6399.000.131.34.0.000.FBG21	\$3,104.00
1	3	2	Reading Materials	211.11.6325.000.131.34.0.000.FBG21	\$6,000.00
1	3	3	Transportation Cost for field experiences aligned with projects	211.11.6494.000.131.34.0.000.FBG21	\$5,000.00
1	3	3	Materials/Manipulatives and field experiences aligned with projects	211.11.6399.000.131.34.0.000.FBG21	\$3,500.00
2	1	1	Teacher Retirement Counsellor	211.31.6146.000.131.34.0.000.FBG21	\$6,987.00
2	1	1	Workers Comp Counselor	211.31.6143.000.131.34.0.000.FBG21	\$433.00
2	1	1	Professional Salary Counselor	211.31.6119.000.131.34.0.000.FBG21	\$67,831.00
2	1	1	Employer Contribution Counselor	211.31.6142.000.131.34.0.000.FBG21	\$3,200.00
2	1	1	Medicare Counselor	211.31.6141.000.131.34.0.000.FBG@!	\$984.00
2	1	2	Family engagement operating expenses	211.61.6499.000.131.34.0.000.FBG21	\$1,302.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Transportation	211.11.6494.000.131.34.0.000.FBG21	\$5,000.00
2	2	2	Miscellaneous Contract Services	211.11.6299.000.131.34.0.000.FBG21	\$4,500.00
Sub-Total					\$130,200.00
Budgeted Fund Source Amount					\$130,200.00
+/- Difference					\$0.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,568.00
+/- Difference					\$13,568.00
Grand Total					\$155,860.00

Addendums