

Lockhart Independent School District
Bluebonnet Elementary
2019-2020 Campus Improvement Plan

Mission Statement

Bluebonnet Elementary is committed to ensure that all students have the foundation to become successful lifelong achievers through developmentally appropriate learning practices.

Vision

Through collaboration and continuous learning, Bluebonnet Elementary School will be a place of excellence where all students are engaged in high quality instruction. A partnership with parents and the community will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bluebonnet Elementary School is a 13year old Title I campus in Lockhart ISD. We have seen an enrollment increase over the last four years. We currently serve 546 students. We enroll kindergarten through fifth grade students. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students. Student enrollment information comes from current information beginning, August 2019.

Hispanic population= 77%

White population= 18%

African American population= 2%

ELL population= 18%

Special Education= 9%

Low SES= 70%

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 62% **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Student Academic Achievement

Student Academic Achievement Summary

Overall grades for schools are calculated based on performance in three key areas, or domains. We take the higher score between how much students know and can do (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

Student achievement score= 58

School progress score= 72

Closing the gaps score= 66

This design reflects a commitment to recognizing high student achievement and the impact of highly effective educators while maintaining focus on the students most in need. Ratings options for the overall score out of 100 are:

Met Standard: 60–100
Improvement Required: 0–59

These scores result in Bluebonnet Elementary receiving a 2019 Texas Accountability A-F Rating of a D, with a score of 59 out of 100. Bluebonnet is identified as a Targeted Support Campus.

On the 2019 STAAR, the following scores for all grades show the percentages of achievement at each level:

Math

3rd grade- 63% approaches

4th grade- 60% approaches

5th grade- 71% approaches

Reading

3rd grade- 59% approaches

4th grade- 59% approaches

5th grade- 70% approaches

Writing (4th grade)

43% approaches

Science (5th grade)

Student Academic Achievement Strengths

Bluebonnet has a population of hard working, eager to learn students. This is evident in classrooms and through observations of student engagement. The campus is proud of many different student achievement strengths, including:

STAAR Performance Domain 2- Student Progress achieved at 72% The campus exceeded a 20% goal increase of 1.5 year of growth in Reading. 2017 reading at 37%, 2018 reading was 56%. 2019 reading was 60%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 62% **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 2: Our student achievement score was 58 out of 100 in student achievement domain 1. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 3: Increase the writing in all content areas in all grades K-5. **Root Cause:** Implement systems to use as a resource to TEKS RS for writing component (Being a Writer) and write across all content areas in all classes K-5.

Problem Statement 4: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 5: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instruction focus at Bluebonnet Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings and PLC's to collaborate and to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements which is reflected in Fundamental 5 instructional foundations.

Bluebonnet Elementary is committed to support the whole child by providing social/emotional curriculum to increase student academic achievement and self confidence. Our new 7 Mindsets curriculum which addresses the social emotional needs is provided every Monday morning and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading to support individualized learning and to provide data to impact small group instruction and help plan for intervention times for all grade levels.

District checkpoints will be given every 3 weeks and will be able to provide the teachers and campus data to track student growth. Monitoring conferences will be held every 6 weeks with administration and RTI lead teacher to measure growth for each student.

The culture and climate of Bluebonnet Elementary is one where teachers feel trust, confidence and feel supported by their teams and administration.

School Processes & Programs Strengths

Bluebonnet Elementary strengths:

1. Teachers focused on using guided math stations for math instruction which resulted in an increase of overall math achievement.
2. Progress Monitoring Conferences encouraged collaboration between administration and teacher to guide how to use the data to drive lesson planning.
3. The master schedule and calendar maximized the amount of time spent on instruction.
4. Administering/Monitoring Istation for all students K-5 for Reading.
5. Administering/Monitoring Dreambox for all students K-5 for Math.

6. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More students at Bluebonnet Elementary with high social/emotional needs identified.

Problem Statement 2: All classrooms at Bluebonnet Elementary are self contained.

Problem Statement 3: ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 62% **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 4: Our student achievement score was 58 out of 100 in student achievement domain 1. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 6: Increase the writing in all content areas in all grades K-5. **Root Cause:** Implement systems to use as a resource to TEKS RS for writing component (Being a Writer) and write across all content areas in all classes K-5.

Problem Statement 7: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 8: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Perceptions

Perceptions Summary

The Bluebonnet Staff has worked diligently throughout the summer to provide a smooth beginning of the year for our new students as well as our returning students. We strive to build positive relationships with the students and parents of our students. Bluebonnet has worked very hard to create a learning environment that includes family, students, and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, principal smores newsletter weekly through Remind, Skyalert, and tweeting important events on our Bluebonnet Twitter page. We make every effort to communicate in both languages. Our registered Texas PTA supports events at school and after school.

Bluebonnet has implemented two new committees, IMPACT (implementing mindsets, pushing academics, celebrating talents) committee, and BBB (Better Bluebonnet Bureau) committee, to meet monthly on Positive Behavior Interventions and Support (PBIS) tracking data based on behavior, school wide expectations, ways to be a positive influence at school, and in the community. This helps each student learn in an environment that is physically and emotionally safe for students and adults.

Perceptions Strengths

Bluebonnet Strengths include:

- Increased parent communication in both English and Spanish through weekly smores and dojo with teachers.
- A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, two literacy nights, Dia

de los Muertos, Fall Festival, Parent Involvement Day events, and End of Year Award's Ceremony.

- 4th and 5th grade Choir represents our school by participating in Dickens on the Square and earning a superior rating 1 in their first ever Pride of Texas Music Festival
- NEHS and Student Council support monthly community service projects
- Administrator hosts coffee events and welcomes parent input and questions
- Recognition every morning with student pledge leaders and birthday announcements. Shout outs for 7 mindsets weekly.
- Bully intervention lesson conducted with counselor.
- Red Ribbon week participation
- Brag tags for each student to wear on Fridays
- 7 mindsets bracelets as goals are reached

- Principal Pride award at the end of the year

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. **Root Cause** : Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 2: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were only used as a professional development time and not clear on objectives and norms not set.

Problem Statement 3: ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 62% **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 4: Our student achievement score was 58 out of 100 in student achievement domain 1. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 6: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 7: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Priority Problem Statements

Problem Statement 1: Little opportunities for team planning and PLC time during the day.

Root Cause 1: PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 1 Areas: Student Achievement - District Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 2: Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff.

Root Cause 2: Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 62%

Root Cause 3: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Demographics - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 4: Our student achievement score was 58 out of 100 in student achievement domain 1.

Root Cause 4: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Academic Achievement - District Processes & Programs - Perceptions

Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff.

Root Cause 5: No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 5 Areas: Student Achievement - District Culture and Climate - Parent and Community Engagement - District Processes & Programs - Perceptions

Problem Statement 6: Increase the writing in all content areas in all grades K-5.

Root Cause 6: Implement systems to use as a resource to TEKS RS for writing component (Being a Writer) and write across all content areas in all classes K-5.

Problem Statement 6 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - District Context and Organization - Technology - Student Academic Achievement - District 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math 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

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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Every student (Grades K-5) will make 1.5 years progress in reading in 2019-2020

Performance Objective 1: During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years growth in Reading.

Evaluation Data Source(s) 1: Istation Student Summary Reports

Skill growth Report

AR

Checkpoint Assessments

STAAR

running records





Guided reading anecdotal notes

Guided Reading running records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be identified using data from Istation into Tier 1, 2, 3 groups for intervention/enrichment time daily (WIN- what I need)	2.5, 2.6	Lead-RTI/intervention lead teacher, Jessica Cruz. Teachers (All) Principal, Belinda Vasquez Assistant Principal, Monica Saldivar	All teachers and RTI interventionist will plan for intervention time with students based on Tier level and ISIP data lesson cycles. 70% of students will have met individual growth goals.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) All teachers will use guided reading as the main focus (85%) of their ELAR instructional time.	2.4, 2.5, 2.6, 3.1	Will be monitored by principal and assistant principal during walk throughs.	Administration and ELAR district instructional Coaches will monitor guided reading implementation and observations. Administration will conduct a minimum of 25 Power-walks during ELAR instruction times per week to monitor usage, (3-5 times a week). 70% of students will make progress towards their individual student goals per month on Istation.				
				Funding Sources: 211 - Title I-A - 0.00			
3) Teachers PLC weekly for planning and discussing campus deficit of TEK standard: Informational Text (non fiction comprehension) and text evidence. They will collaborate on ways to improve instructional approaches and student achievement.	2.4, 2.5, 2.6	Teacher Lead/facilitator for each PLC, team will include all teachers and administration	Administration will monitor weekly by being in attendance for each PLC and will see intentional focus strategies following PLC's through daily walk throughs that are scheduled by teacher.				
				Funding Sources: 199 - General Fund - 0.00, 211 - Title I-A - 0.00			
4) Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms. In addition, teachers will also be asked to practice an instructional high yield strategy to use each month to increase rigor and relevance .		Administration and all team leads will monitor daily using power walks.	The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.				
				Funding Sources: 211 - Title I-A - 0.00			
5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.	2.4, 2.5, 2.6, 3.1, 3.2	All teachers will monitor their data walls.	The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.				
				Funding Sources: 211 - Title I-A - 0.00			
6) Special education teachers will PLC with classroom teachers weekly to help develop instructional approaches that support classroom instruction and align with campus need TEKS		Terry Armstrong-Lead Special education teacher.	Administration will review lesson plans every Tuesday and provide feedback to ensure alignment with TEKS RS, IEP goals, and daily intentional content instruction in the classroom. Resulting in 70% of special education students will make progress towards their individual student reading goal.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Bilingual teachers will meet once a month for Bilingual Boosters.	2.4, 2.5, 2.6	Lead to monitor- Assistant Principal, Monica Saldivar.	Monitoring bilingual student data once a month will allow teachers to ensure 70% student growth is happening in reading in both languages.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2019-2020.

Performance Objective 1: During the 2019-2020 school year, 70% of students in grades K-5 will make 1.5 years of progress in Math.

Evaluation Data Source(s) 1: dreambox support system

Reflex Math fluency reports

checkpoint assessments

Renaissance Math

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Students will be identified through Math data into Tier 1, 2, 3 groups for intervention/enrichment time daily to better meet their individual learning needs.</p>	2.4, 2.5, 2.6	All classroom teachers will monitor.	<p>Teachers and instructional leaders will review weekly growth of dreambox and reflex fluency reports to ensure students are completing lessons and improving in automaticity.</p> <p>Teachers will meet with small groups/ during guided math instruction to track growth progress of each student.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Teachers will provide small group math instruction to all students on a weekly basis (5 times a week). All classrooms will be using math stations to include, place value, fact fluency, computer/games each week and will assess those stations each 9 weeks.</p>		Administration/ teacher leads during power walks.	Administration monitor lesson plans. Administration will conduct a minimum of 25 walk throughs per week per admin. and Power Walks data will show and increase of 15% in high yield strategies, instructional rigor and relevance during small group math time.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers will plan weekly on Thursdays for planning and discussing essential questions related to data after every math checkpoint to collaborate on ways to improve instructional approaches, and student achievement.		Teachers/PLC facilitator	Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS. Administrator will facilitate each PLC on Thursdays for each grade level. All campus norms set by teachers will be respected in followed. To build a team of collaborative ideas and use peers as a tool for professional development to help increase student achievement to reach 70% of growth in Math.				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>4) Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using Power-Walks. Teachers will also have a monthly instructional focus using high yield approaches to increase rigor and relevance for student achievement.</p>		All teachers	The quality of tier one instruction will improve and lead to more students making academic progress. Further, Power-walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. This data will be monitored and discussed with each teacher during their coaching cycle each 6 weeks.				
5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.	2.4, 2.5, 2.6, 3.1, 3.2	All classroom Teachers will monitor their data walls.	The use of data walls will help teachers and students track their data and use a visual to celebrate 75% growth of all students. Dreambox data for K-1 Ren Learn Math data for 2-5th also to include Reflex Math fluency data.				
Funding Sources: 211 - Title I-A - 0.00							
6) Special education teachers will be a part of each PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals. Special education teachers will also have their own PLC's weekly to be held on Tuesday's each week.	2.4, 2.5, 2.6	Terry Armstrong- Lead Special education teacher.	Administration will monitor lesson plans each week to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom. Resulting in 75% of special education students will make progress towards their individual student math growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 3: Bluebonnet Elementary will make progress in writing in 2019-2020.

Performance Objective 1: During the 2019-2020 school year, 75% of students in grades K-5 will show an improvement in their writing composition by 15% from last year.


Evaluation Data Source(s) 1: writing assessments


- exit tickets
- student response journals
- student work displays
- benchmark writing scores
- STAAR
- last year writing ratings


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Teachers will use Matt Glover Writing Program in Kindergarten and Patterns of Power in grade 1-5 to help improve writing skills. students will write daily in all academic areas.</p>	2.4, 2.5, 2.6	Teachers will monitor the use of writing programs.	Administration will monitor writing blocks by intentional scheduling of walk throughs during this time. Student work displayed each 6 weeks will show writing examples, and student writing journals will show students daily writing.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will meet once every month during PLCs to analyze student writing samples using a campus rubric to measure growth and gather data on re-teach.</p>	2.4, 2.5, 2.6	Teacher/Facilitator for each grade level team will monitor. Admin will be present weekly.	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring HALO student writing samples PLCs. Teachers will reteach writing lessons to support areas of need with small group instruction.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>3) 3rd and 4th grade teachers will continue to use Be a Writer program to build and improve students writing skills.</p>	2.4, 2.5, 2.6	Assistant Principal, Monica Saldivar.	Teachers will use the Be A Writer curriculum daily in every 3rd and 4th grade classroom. Every month, student writing samples (HALO) will be scored with a writing rubric to assess growth.				
4) Teachers will use sentence stems for students to use when writing in all content areas.	2.4, 2.5, 2.6	Assistant Principal, Monica Saldivar	Sentence stems will be posted in every classroom for students to use as a way to verbalize and write a complete thought. This visual will help student have a starting point and encourage writing. Student writing examples will be posted outside and inside of the classrooms.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 4: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.





Performance Objective 1: The number of admin. assisted incidents will be reduced by 50% through the school wide implementation of the 7 Mindsets and Positive Behavior Interventions Support System.

Evaluation Data Source(s) 1: peer observations
 admin observations
 classroom walk throughs
 PBIS data
 Positive Referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.	2.5, 2.6	teachers	The use of data walls will help teachers and students track their data. Celebrations and conferences will be held each week to help celebrate all students.				
2) SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase social emotional learning.	2.5, 2.6, 3.1	Counselor, Christie Contreras will monitor. Team includes PBIS committee, and Impact Committee	Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Bluebonnet Elementary will partner with parents to provide monthly student performances and learning opportunities for our families to attend and enjoy.	2.6, 3.1, 3.2	Counselor, Christie Contreras.	2 parent nights for 7 mindsets, Each grade level will perform for evening musicals, Silent Auction Art Show Bilingual parent nights to include Family Latino Literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Bluebonnet Elementary will use BB bucks as an incentive for students to make wise choices and live the 7 mindsets.	2.6, 3.1	Principal, Belinda Vasquez.	Decrease the number of discipline calls needing administration to respond. BB bucks will increase in amounts over the 10 months while in school.				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 5) Bluebonnet Elementary will utilize a master schedule where Team building activities are done each Friday in physical education class.	2.5, 2.6	Emilyne Rogan-PE coach.	Every Friday students in each grade level will be given a team building activity to include physical movement and artistic creation. Students will be able to problem solve and learn how to get along with others.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 4: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

Performance Objective 2: Bluebonnet attendance rate will increase attendance rate to at least meet 97% average daily attendance for the 2019-2020 school year.

Evaluation Data Source(s) 2: ADA reports daily and weekly

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.		teachers, administration	Students will encourage each other to come to school and will want to attend school everyday to be able to get a classroom prize that they will be able to chose. We expect to see classroom attendance increase to 97% each week.				
Funding Sources: 199 - General Fund - 50.00							
2) Administration will use Perfect Attendance awards and brag tags to collect each month.	2.4, 2.5, 2.6, 3.1, 3.2	Administration attendance committee	Students will will want to attend school everyday to be able to get a brag tag and collect all 10. We expect to see individual attendance increase to 97% each week.				
Funding Sources: 199 - General Fund - 1200.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools	2.6, 3.1	Principal	Bluebonnet's ADA will rise from 96.3% to meet or exceed our campus goal of 97%.				
3) Students will be provided incentives for meeting Attendance Challenges throughout the year.	Funding Sources: 199 - General Fund - 500.00						
4) Students will be recognized during monthly assemblies for perfect and improved attendance.	2.4, 2.6	Principal, Assistant Principal, Registrar	Bluebonnet's ADA will rise from 95.8% to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 200.00							
5) Classroom and grade levels will be recognized for 100% attendance weekly.		Principal, Assistant Principal, Registrar	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest grade level attendance winner will have their banner displayed in the main office.				
Funding Sources: 199 - General Fund - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase attendance.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Having a Mindset lesson each Monday and an assembly that recognizes students each month will help encourage students to come to school. This will help increase our attendance from 95.8% to 97%.				
Funding Sources: 199 - General Fund - 1500.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 7) Bluebonnet staff will be recognized by administration for Perfect Attendance and will be awarded a prize each month.	2.6, 3.1	Assistant Principal, Monica Saldivar	Teachers will model good attendance and help increase their student attendance.				
							

Goal 4: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

Performance Objective 3: Provide teachers, paraprofessionals, and administrators support to increase teacher retention by 50%.

Evaluation Data Source(s) 3: mentor meetings





admin meetings

pd

teacher survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers received professional development on the implementation practices of CHAMPS in August and will be used in every classroom and common areas.</p>	2.5, 2.6	Principal, Belinda Vasquez	Power Walk coaching data every 6 weeks will show a strength in the classroom management area.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Provide staff development twice a month as a lead and learn opportunity for our campus teachers.</p>		RTI lead teacher, Jessica Cruz.	Teacher's will feel prepared and supported by colleagues as reviewed by monthly survey.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Implement teacher support program to ensure retention of highly qualified teacher, including, district mentoring of new to the profession teachers.</p>		Assistant Principal, Monica Saldivar	Each month Bluebonnet Elementary will send out a survey monkey to all teachers. Results will be reviewed to ensure they feel confident, prepared and supported by administrators, and colleagues. Teacher mentors will also be asked to turn in new to profession checklist monthly to ensure mentors and new teachers are receiving the information they need.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers will receive professional development on Safety. Civilian Response to Active Shooter Events (CRASE) , Barbara Marek and Standard Response Protocol (SRP) Students will be educated in Safety Response Protocols in September. Monthly safety drills will be conducted.	2.6	Principal, Belinda Vasquez Team: lead teachers admin, and Emergency Task force.	All teachers received CRASE, Barbara Marek and SRP training at the beginning of the school year. Students and staff will feel supported and safe with an action plan for an emergency.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All teachers will use guided reading as the main focus (85%) of their ELAR instructional time.
1	1	5	Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.
1	1	7	Bilingual teachers will meet once a month for Bilingual Boosters.
2	1	4	Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using Power-Walks. Teachers will also have a monthly instructional focus using high yield approaches to increase rigor and relevance for student achievement.
2	1	5	Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.
4	2	1	Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.
4	2	2	Administration will use Perfect Attendance awards and brag tags to collect each month.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Belinda Vasquez	Principal
District-level Professional	Cristina Vazquez	Bilingual/Special Programs Coordinator
Administrator	Monica Saldivar	Assistant Principal
Classroom Teacher	Cerelia Diaz	Bilingual Teacher
Non-classroom Professional	Christie Contreras	Counselor
Business Representative	Marissa Mendez	Business Rep
Community Representative	Jessica Cruz	Community Member
Business Representative	Frank Cruz	Business Rep.
Classroom Teacher	Terry Armstrong	Teacher - Students with disabilities
Classroom Teacher	Jodi Gilbert	Teacher
Classroom Teacher	Mark Duhon	teacher
Classroom Teacher	Andrea Fiebelkorn	Teacher
Parent	Lori Jones	parent
Parent	Kriselle Jaimes	Parent
Classroom Teacher	Marcey Cuellar- Nichols	Teacher

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
4	2	1			\$50.00
4	2	2	brag tags and parent letter for Perfect Attendance		\$1,200.00
4	2	3			\$500.00
4	2	4			\$200.00
4	2	5			\$500.00
4	2	6			\$1,500.00
Sub-Total					\$3,950.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	literacy books for Parents		\$0.00
1	1	3			\$0.00
1	1	5	7 Mindsets Data and Parent resources		\$0.00
2	1	5	7 Mindsets SEL curriculum with parent resources		\$0.00
Sub-Total					\$0.00
Grand Total					\$3,950.00