

Spring Independent School District
Bammel Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

Spring Independent School District prepares students to be lifelong learners, critical thinkers, and responsible citizens who display good character - ready to contribute, compete, and lead today's global society.

Vision

Spring Independent School District will be a district of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bammel Elementary is a PK-5th grade Title I campus in Spring ISD located in Houston, TX. The student enrollment count is comprised of a small section of homes in the Westador Subdivision and 15 Apartment Complexes surrounding the inner district. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in Spring semester of 2018. Student enrollment at Bammel Elementary continued to fluctuate during 2017-2018, a pattern we have seen for the last four years. May enrollment data shows that 835 students are enrolled and that the African American and Hispanic student groups are growing the fastest. The campus has two prominent student groups: 63% are African American and 21% are Hispanic. American Indian students make up 6.2%, Asian students make up 1% of the population and White students represent 5%. There are 3.38% identifying themselves as Two-or-More Races.

The 34% student mobility rate for Bammel Elementary is above the state average of 18%. Attendance rates have steadily decreased over the last four years. At 94%, the attendance rate is one of the lowest in the school district. Bammel Elementary's student groups include 17% English Language Learners (ELLs), 4% Gifted and Talented, and 6.5% Special Education. Additionally, 67% are economically disadvantaged and 71% are identified as at-risk.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A high mobility rate remains constant at Bammel ES reported at 34%. **Root Cause:** Bammel ES is zoned in an area that services 15 apartment complexes and 90% of the population residing in those apartment homes

Problem Statement 2: Student attendance is low, ending the year at 94% **Root Cause:** The lack of monitored systems for teachers and administrative staff tracking attendance protocols.

Student Academic Achievement

Student Academic Achievement Summary

Schools in the state of Texas must meet academic standards set in four accountability areas. For the 2017-2018 school year, Bammel Elementary met 2 of the 3 Domains:

Index 1 - Student Achievement. Bammel Elementary Score: 60 (state target score = 60) {Former Accountability System}

Domain 1: 59 (state target 60) Domain 2 (Part A): 82 (state target 60) Domain 3: 74 (state target 60)

These scores result in Bammel Elementary receiving a 2018 Texas Accountability rating of “80” - Met Standard

Although we are proud of our growth scores and achieving the rating of Met Standard (3) years in a row after being in Improvement Required Status for three years prior, we know there is much more work to be done. On the 2018 STAAR, the following scores for all grades show the percentage of students scoring at or above Approaching Grade Level:

All Subjects - 60% Reading – 57% Math - 71% Writing - 41% Science - 55%

School Processes & Programs

School Processes & Programs Summary

Bammel Elementary has an overall favorable school quality rating from both parents and staff members. Communication and Parental Involvement was a major focus in the 17-18 school year where there was a considerable increase in parent participation at school events and a more fluid communication system for parents. The 21st Century after-school program provided 100 students the opportunity to participate in academic enrichment classes, culinary classes, dance courses, basketball and STEM. This after-school program included a parent commitment that embodied parents to participate in academic and/or social events throughout the school year.

Staff quality continues to improve with the retention of 90% of the staff. In addition, core content teachers are attending summer professional learning opportunities in the areas of English Language Arts, Math and Science. Moving forward, in the 2018-19 school year, emphasis will be placed on ensuring that the teachers apply their professional learning in the classroom consistently. There is also a need to strengthen Tier 1 instruction across the grade-levels, which begins with improving teacher attendance, effective instructional practices, the implementation of Gradual Release with fidelity, implementation of the Rigor/Relevance Framework along with incorporating Effective Coaching and Feedback. To improve the effectiveness of instruction, systems and routines, the implementation of the Spring Way will continue to be launched and monitored daily. The SpringWay includes but is not limited to 1) Configuration Boards 2) Teach Like a Champion strategies 3) Champs 4) Kagan Structures 5) PLCs and 6) The SpringWay Details Plan.

Curriculum, Instruction, and Assessment play major roles during grade level meetings. Due to the fact that teachers need to use more of their planning time for instructional purposes we will begin to implement professional learning communities. These planning sessions will focus on four components; 1) Learning 2) Planning 3) Practice and 4) Data Driven Analysis. Sessions will be conducted a minimum of three days every two weeks with teachers planning based on these questions, "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?". Bammel will incorporate a greater emphasis on ELA and Math in all grade levels. Both administration and academic coaches will attend PLCs having previously reviewed curriculum and shared the agenda with teachers. Technology is heavily used for academic achievement. The Instructional Technology Lead will continue to enhance technology and ensure teachers are equipped with the most recent research based practices. Administrators and Instructional Coaches will aid teacher development throughout the year providing on the spot coaching and timely feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to strengthen Tier 1 instruction. **Root Cause:** Teachers are not using data effectively to plan instruction. Teachers are focused on overall class data and not digging deeper to develop individual academic plans for each student.

Problem Statement 2: To ensure teachers a applying professional learning strategies to increase student performance. **Root Cause:** Teachers are attending many hours of professional learning sessions but the learned strategies and resources are not evident in all classrooms.

Perceptions

Perceptions Summary

According to the 2018 Spring ISD school quality survey, of the Bammel Elementary School survey participants, 76% of the parents rated Bammel ES as excellent or good. We learned through the survey that 79% of the parents say administrators are courteous when they have a concern, 83% of the parents feel staff members treat them with respect and 96% of staff members are aware and adhere to safety and security procedures. The survey also brings out opportunities for Bammel ES in the areas of improving the way teachers provide timely and helpful feedback to parents and how students receive academic and career planning support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students with severe academic needs are not showing progress in state assessments. **Root Cause:** Teachers are not providing timely and helpful feedback to parents.

Problem Statement 2: Students receiving academic and/or behavior interventions are not showing a years growth in classwork or assessments given through out the year. **Root Cause:** Academic and/or behavioral supports are not strategically individualized for each student.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

Goals

Goal 1: Reach every student.

Performance Objective 1: In grades 3-5, 75% of all student groups will approach standards while 60% will meet or master passing standards on the Reading and Writing STAAR assessment.

Evaluation Data Source(s) 1: Campus Based Assessments

District Benchmark Tests

Map

STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1. Train and implement TLAC strategies to improve teacher delivery of instruction.</p> <p>2. Incorporate a Reading/Writing Intervention block within students' daily schedules to address student gaps in specified concepts. {Additional targeted support will be given to two sub-groups: White/Current Special Ed. Students}</p> <p>3. Create and implement academic labs for 3rd grade reading and 4th grade writing to increase additional instructional time during the school day.</p> <p>4. Incorporate (2) school-wide Read-Alouds to guide</p> | 2.4, 2.5, 2.6 | Principal Asst. Principal Academic Specialist Instructional Specialist Student Support Specialist Academic Generalist Media Specialist ELA Teachers | <p>1. Students will increase individual checkpoint/benchmark scores by 3 -5 questions on each assessment.</p> <p>2. Students will increase individual STAAR results by moving to the next leveled performance and/or increasing in current performance level by 10%.</p> <p>3. Students will achieve Tier II status by MOY and Tier I status by EOY.</p> <p>4. 4th grade students will achieve writing a "2" essay by MOY and a 3/4 by EOY.</p> <p>5. 60% of the Special Education Students will meet standards on STAAR.</p> <p>6. 80% of the White students will meet standards on STAAR</p> | | | | |

literacy connections among grade-levels and different content area teams. {Title 1}

5. Ensure all students have the academic tools to enhance reading and writing literary elements through instructional STAAR materials, dictionaries, and academic software. (Flocabulary/Study Island)

6. Incorporate writing strategies from "Write Now" after writing field experience is conducted by Erik Cork, writing consultant. {General Funds}

7. Hire Academic Specialist to assist in the coaching of ELA/SLA teachers and ensure proper use of academic resources. {Title 1}

8. Hire Instructional Specialist to assist in the coaching of ELA/SLA teachers along with assisting students in grades 3-5 that are struggling readers and writers. {Title 1}

9. Hire .5 Class Reduction Teacher to assist third grade students that are not reading or writing on grade-level. {Title 1}

10. Hire a full-time library media specialist to guide students in incorporating the love of reading and assisting with literacy elements that are not being mastered by our students in grades 3-5. {Title 1/General Funds}

11. Ensure all students are given the opportunity to participate in after-school tutorials for academic support using appropriate federal funds and campus assessment data.

12. Hire (2) teacher's aides to ensure ESL students are receiving the linguistic support in reading and writing during Tier 1 instruction.

Funding Sources: 211 Title I, Part A - 155428.25, 199 General Fund - 3000.00, 263 Title III, LEP - 38710.00, 199 State SCE - State Compensatory Education (PIC - 5500.00)



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







Goal 1: Reach every student.

Performance Objective 2: In grades 3-5, 75% of all student groups will approach standards while 60% will meet or master passing standards on the Math STAAR assessment.

Evaluation Data Source(s) 2: Campus Based Assessments
District Benchmark Tests
Map
STAAR

Summative Evaluation 2: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |

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|---|----------------------|---|--|--|--|--|--|
| <p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1. Train and implement TLAC strategies to improve teacher delivery of instruction.</p> <p>2. Incorporate a Math Intervention block within students' daily schedules to address student gaps in specified concepts. {Additional targeted support will be given to two sub-groups: White/Current Special Ed. Students}</p> <p>3. Create and implement rigor /relevance protocols for 3rd-5th grade math.</p> <p>4. Ensure all students have the academic tools to enhance math skills through instructional STAAR materials, manipulatives, and academic software. (Study Island/ Calendar Math Kits)</p> <p>5. Incorporate math strategies from "RICE University" after math PD is conducted by Rice Consultants. {Title 1}</p> <p>6. Hire Academic Specialist to assist in the coaching of Math teachers and ensure proper use of academic resources. {Title 1}</p> <p>7. Hire Instructional Specialist to assist in the coaching of Math teachers along with assisting students in grades 3-5 that are struggling in mathematics. {Title 1}</p> <p>8. Hire Math Coach to assist in the coaching of 3-5 math teachers {SCE}</p> <p>9. Ensure all students are given the opportunity to participate in after-school tutorials for academic support.</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal Asst. Principal Academic Specialist Instructional Specialist Student Support Specialist Academic Generalist Math Coach Math Teachers</p> | <p>1. Students will increase individual checkpoint/benchmark scores by 3 -5 questions on each assessment.</p> <p>2. Students will increase individual STAAR results by moving to the next leveled performance and/or increasing in current performance level by 10%.</p> <p>3. Students will achieve Tier II status by MOY and Tier 1 status by EOY.</p> | | | | |
| <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 1508.26</p> | | | | | | | |
| <p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Reach every student.

Performance Objective 3: In grades 3-5, A minimum of 75% of all student groups will approach standards while 60% will meet or master passing standards on the Science STAAR assessment.


Evaluation Data Source(s) 3: Campus Based Assessments

District Benchmark Tests

Map

STAAR

Summative Evaluation 3: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1. Train and implement TLAC strategies to improve teacher delivery of instruction.</p> <p>2. Ensure all teachers PK-5 are teaching science and engaging students with experiments at least (twice) a month.</p> <p>3. Implement and monitor the use of science academic software in the 5th grade classrooms. (Stem Scopes & Edusmart)</p> | 2.4, 2.5, 2.6 | Principal Asst. Principal Academic Specialist Science Teachers | <p>1. Students will increase individual checkpoint/benchmark scores by 3 -5 questions on each assessment.</p> <p>2. Students will increase individual STAAR results by moving to the next leveled performance and/or increasing in current performance level by 10%.</p> <p>3. Students will increase their knowledge of scientific method by 10%.</p> | | | | |
| Funding Sources: 211 Title I, Part A - 5500.00 | | | | | | | |
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Goal 1: Reach every student.

Performance Objective 4: A minimum of 80% of all K-2 students will grow by one year or above on the MAP in both Literacy and Math.

Evaluation Data Source(s) 4: Campus Based Assessments
District Benchmark Tests
Map Testing Results

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |







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| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 1. Implement components of the Balance Literacy Framework for grades K-2.</p> <p>2. Train and implement TLAC strategies to improve teacher delivery of instruction.</p> <p>3. Implement all components of MAP with fidelity.</p> <p>4. Implement an RTI block that is embedded in the daily schedule to assist students that are struggling in Reading. (Reading Mastery)</p> <p>5. Hire a literacy coach to assist with the development and coaching of literacy teachers.</p> <p>6. Hire a reading interventionist to assist with students that are not reading on grade-level.</p> <p>7. Hire an Academic Generalist that will assist K-2 math teachers and students to ensure students are prepared for intermediate math grades.</p> <p>8. Ensure all teachers are trained in the components of Guided Reading and to properly use DRA to assess students. DRA kits will be purchased out of Title 1 funds.</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal Asst. Principal Literacy Coach Academic Specialist Instructional Specialist Reading Interventionist Academic Generalist K-2 Teachers</p> | <p>1. Students will increase individual checkpoint/benchmark scores by 3 -5 questions on each assessment.</p> <p>2. Students will increase individual MAP results by moving to the next leveled performance and/or increasing in current performance level by 10%.</p> <p>3. Students will achieve Tier II status by MOY and Tier I status by EOY.</p> | | | | |
| <p>Funding Sources: 211 Title I, Part A - 5000.00, 199 General Fund - 0.00</p> | | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Reach every student.

Performance Objective 5: To improve overall student fitness levels by 5+ percentage points in the Fitness Gram Assessment.

Evaluation Data Source(s) 5: Fitness Gram Results

Summative Evaluation 5: Met Performance Objective







| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>1) 1. Ensure that all components of the coordinated school health curriculum are delivered in the appropriate manner.</p> <p>2. Implement Fitness Gram for childhood health issues, including obesity and type 2 diabetes.</p> <p>3. Enhance student's knowledge of the human body and nutritional value during PE classes.</p> <p>4. Integrate the lowest school wide math TEK for with PE academic games to reinforce math skills.</p> <p>5. Create and implement a plan to ensure that all students in grades K-5 receive physical education skills for a minimum of 135 minutes.</p> | 2.4, 2.5, 2.6 | Principal Assistant Principal Counselor Nurse PE teacher PALMS teachers Grade-level Team Leaders | <p>1. Students will increase individual fitness gram score by 5%.</p> <p>2) Students knowledge of the human body and nutritional value will increase by 5% through teacher created assessments and surveys.</p> <p>3) Lowest math TEK will improve school wide by 5%.</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: Reach every student.

Performance Objective 6: In PK, students will demonstrate mastery of early reading, writing and math as evidenced by performance on the CIRCLE assessment.

Evaluation Data Source(s) 6: IPT
Circle Assessment

Summative Evaluation 6:







| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>1) 1. Implement components of the Balanced Literacy Framework.</p> <p>2. Implement components of writing workshop daily with emphasis in progressing through the stages of writing.</p> <p>3. Train and implement FROG street curriculum to enhance math concepts during the year.</p> <p>4. Ensure parents are aware and understand student results of Circle testing by implementing CIRCLE Day for parents.</p> | 2.4, 2.5, 2.6, 3.2 | Principal Assistant Principal PK teachers | <p>1. PK students will develop grade and age appropriate levels in literacy skills in order to read on or above grade-level.</p> <p>2. PK students will be able to recognize and manipulate grade level appropriate math concepts.</p> <p>3. Increase PK parent involvement in student affairs.</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: Excellence in every school.

Performance Objective 1: To improve the school's culture and climate by increasing the percentage of strongly agree on K12 Insight Survey to 80+ percent of parents rating the school as excellent or good and 80+ percent of parents rating the school as receiving support for student's academic needs.

Evaluation Data Source(s) 1: Campus-created surveys
K12 Insight Survey

Summative Evaluation 1: Met Performance Objective







| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) 1. Implementation of Cultural Responsive Techniques school-wide.</p> <p>2. Train and Implement the TRIBES process to ensure a culture of mutual respect, attentive listening, no negativity, and the right to pass.</p> <p>3. Character Education mini-lessons incorporated during the school day.</p> <p>4. Implementation of on-going Behavior RTI process.</p> <p>5. Implement with fidelity the CHAMPS process.</p> | 2.4, 2.5, 2.6 | Principal Assistant Principal Counselor Leadership Team Team Leaders | <p>1. Decrease classroom behavioral disruptions by 10%.</p> <p>2. Decrease the number of ISS/OSS placements by 10%.</p> <p>3. Decrease the number of bus referrals by 10%.</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: Excellence in every school.

Performance Objective 2: To build a culture of trust and accountability to increase staff retention by 10%.

Evaluation Data Source(s) 2: K12 Insight Survey
Staff Quarterly Surveys

Summative Evaluation 2: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) 1. Monthly faculty meetings that include activities that build trust.</p> <p>2. Monthly Staff recognition awards for performance and going above/beyond.</p> <p>3. Monthly grade-level morale boosters.</p> <p>4. EOY staff recognition awards.</p> <p>5. Setting clear expectations through campus Spring Way Details and Implementation of the The Spring Way.</p> | 2.5 | Principal Assistant Principal Counselor Team Leaders | <p>1. Increase teacher attendance by 15%.</p> <p>2. 80% of staff answering Highly Satisfied on quarterly surveys.</p> <p>3. Increase by 10% in the strongly agree and agree rankings by staff members in both district surveys.</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 2: Excellence in every school.

Performance Objective 3: To improve both student yearly attendance rate from 94%- 98% and staff monthly attendance rates by 20%.

Evaluation Data Source(s) 3: Student Attendance Tracker
Staff Attendance Tracker

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) 1. Hire an Attendance Clerk to ensure all coding is correct.</p> <p>2. Provide adequate and quality training to teachers in taking attendance and "next steps" strategies when students are absent more than 3 days.</p> <p>3. Create a committee that will ensure students are aware of the importance of attendance.</p> <p>4. Student and Teacher incentives for reaching attendance goals.</p> <p>5. Calendar Days where parent attendance meetings are conducted for students who have more than 5 absences in a semester.</p> | 2.4, 2.5, 2.6 | Principal Asst. Principal Counselor Teachers | <p>1. Increase student attendance to 98%.</p> <p>2. Increase staff attendance by 20%.</p> <p>3. Increase parent awareness on attendance laws.</p> | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| | | | | | | | |

Goal 3: High Performance from every employee.

Performance Objective 1: To build capacity in classroom teachers through purposeful professional learning communities, individualized staff development and teacher coaching cycles.







Evaluation Data Source(s) 1: PLC minutes & videos

Certificate of attendance at Staff Development

Teacher application of strategies documented in walkthrough, observations & coaching cycles

Student Products and Academic Portfolios

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 1. Implement Spring Way PLC method three times bi-weekly.</p> <p>2. Provide training in Rigor/Relevance and Relationships and implement a monitor system to ensure application with fidelity.</p> <p>3. Implement Data Driven Action Planning to make informed decisions on initial instruction and RTI process.</p> <p>4. Implement teacher coaching cycles to increase academic capacity in the classroom.</p> <p>5. Selected teachers will attend Content Area workshops offered by Region 4.</p> | 2.4, 2.5, 2.6 | Principal Asst. Principal Counselor Academic Specialist Instructional Specialist Student Support Specialist Team Leaders | <p>1. Increase Domain 1 rating in STAAR to 60.</p> <p>2. Increase Domain 2 rating in STAAR by 10%.</p> <p>3. Increase Domain 3 rating in STAAR by 10%.</p> <p>4. MAP assessments in grades K-5 will increase by 15%.</p> <p>5. Circle assessments in grade PK will increase by 15%.</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 3: High Performance from every employee.

Performance Objective 2: To enhance the leadership capacity of teacher leaders through professional development and book studies.

Evaluation Data Source(s) 2: Application of strategies documented in walkthroughs and special projects.

Team /Department Products

Coaching Cycles

Workshop attendance and application

Summative Evaluation 2: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) 1. Leadership Team will attend Summer Leadership Institute July 2018.</p> <p>2. Leadership Team will Participate in Book Study: No Excuses Leadership: Nine Bold Choices Exceptional Leaders Make</p> <p>3. Leadership Team will initiate campus committee that will enhance social and academic activities throughout the year.</p> | 2.4, 2.5, 2.6 | Dr. Hernandez, Principal Dr. Davis, Asst. Principal Ms. Henderson, Counselor | <p>1. Student Performance will increase in all levels by 15%.</p> <p>2. Teacher participation in campus activities that enhance social and academic learning will increase by 15%</p> | | | | |
| Funding Sources: 199 General Fund - 240.00 | | | | | | | |
| | | | | | | | |

Goal 4: Engaged stakeholders in every community.


Performance Objective 1: Improve parental and community recruitment and training to involve families as volunteers by 20%.

Evaluation Data Source(s) 1: Campus Profile

Volunteer Hours

Family Engagement Events

Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 1. Appoint a campus parent liaison to be the bridge between home/school connections.</p> <p>2. Empower parents to support student achievement by offering various "parent academic/social tips" through monthly TASTE OF BMMEL meetings.</p> <p>3. Host (4) Parent and community events to foster positive relationship between home and school.</p> <p>4. Increase the number of families that participate in the PTO program.</p> <p>5. Increase the number of students that are enrolled in the 21st CCLS/Project Safe program.</p> <p>6. Ensure that Campus Parent Liaison communicate with parents on a regular basis and works as a bridge to ensure close home/school connections.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal Assistant Principal Parent Liaison Team Leaders 21st Century Coordinator Campus Parent Liaison | <p>1. Parents awareness of campus activities.</p> <p>2. Parents empowered with information in order to support their child.</p> <p>3. Students enrolled in 21st century will increase social and academic achievement by 20%.</p> | | | | |
| Funding Sources: 211 Title I, Part A - 3000.00 | | | | | | | |
|  | | | | | | | |

Goal 4: Engaged stakeholders in every community.

Performance Objective 2: To increase two-way communication by promoting the use of established two-way tools by both staff and parents

Evaluation Data Source(s) 2: Parent Surveys

Elevate

School Quality Survey

Volunteer Hours

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|-------------------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) 1. Provide meaningful two-way communication involving student academic and social learning and school activities.</p> <p>2. Implement the 21st century Extended Day/Year Program for qualifying families. Students will receive additional support in the areas of Literacy, STEM and enrichment activities.</p> <p>3. Provide (3) 21st Century Meetings to provide necessary information to parents to increase student social emotional and academic needs.</p> <p>4. Purchasing and distributing monthly to parents: Home and School Connection Newsletters purchased by Title 1 funds.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal Assistant Principal Counselor Parent Liaison 21st Century Coordinator Team Leaders Staff Members | <p>1. Increase the number of parents that participate in district surveys by 20%.</p> <p>2. Increase the strongly agree rankings by parents in both District Surveys by 10%.</p> <p>3. Increase the number of 21st Century Students meeting standards on STAAR by 25% on the MEETS and MASTERS level.</p> | | | | |
| Funding Sources: 211 Title I, Part A - 373.50 | | | | | | | |
| | | | | | | | |

Goal 5: Opportunities and choice from every family.

Performance Objective 1: To provide parents and community members the opportunities to acquire necessary information, knowledge and skills to support their child's education with a strong home/school connection.

Evaluation Data Source(s) 1: Insight Survey (K12)
 21 Century Audits
 Campus Based Quarterly Survey
 Parent Feedback Forms

Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 1. Increase by an additional 10% the overall number of identified GT students.</p> <p>2. All GT students will participate in both the campus and district academic EXPO each semester.</p> <p>3. Increase the number of GT achieving masters on the STAAR test.</p> <p>4. Increase by an additional 10% the number of students that complete applications and commit to joining the Elementary National Honor Society.</p> <p>5. Ensure college and career readiness activities are evident through out the grade-levels.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal Assistant Principal GT Teachers Counselor Team Leaders | 1. Increased opportunity and choice for gifted learners. 2. Students are prepared for post-secondary experiences. 3. Increase the motivation for students to achieve A/B Honor Roll. | | | | |
| | | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | 1. Train and implement TLAC strategies to improve teacher delivery of instruction. 2. Incorporate a Reading/Writing Intervention block within students' daily schedules to address student gaps in specified concepts. {Additional targeted support will be given to two sub-groups: White/Current Special Ed. Students} 3. Create and implement academic labs for 3rd grade reading and 4th grade writing to increase additional instructional time during the school day. 4. Incorporate (2) school-wide Read-Alouds to guide literacy connections among grade-levels and different content area teams. {Title 1} 5. Ensure all students have the academic tools to enhance reading and writing literary elements through instructional STAAR materials, dictionaries, and academic software. (Flocabulary/Study Island) 6. Incorporate writing strategies from "Write Now" after writing field experience is conducted by Erik Cork, writing consultant. {General Funds} 7. Hire Academic Specialist to assist in the coaching of ELA/SLA teachers and ensure proper use of academic resources. {Title 1} 8. Hire Instructional Specialist to assist in the coaching of ELA/SLA teachers along with assisting students in grades 3-5 that are struggling readers and writers. {Title 1} 9. Hire .5 Class Reduction Teacher to assist third grade students that are not reading or writing on grade-level. {Title 1} 10. Hire a full-time library media specialist to guide students in incorporating the love of reading and assisting with literacy elements that are not being mastered by our students in grades 3-5. {Title 1/General Funds} 11. Ensure all students are given the opportunity to participate in after-school tutorials for academic support using appropriate federal funds and campus assessment data. 12. Hire (2) teacher's aides to ensure ESL students are receiving the linguistic support in reading and writing during Tier 1 instruction. |
| 1 | 2 | 1 | 1. Train and implement TLAC strategies to improve teacher delivery of instruction. 2. Incorporate a Math Intervention block within students' daily schedules to address student gaps in specified concepts. {Additional targeted support will be given to two sub-groups: White/Current Special Ed. Students} 3. Create and implement rigor /relevance protocols for 3rd-5th grade math. 4. Ensure all students have the academic tools to enhance math skills through instructional STAAR materials, manipulatives, and academic software. (Study Island/ Calendar Math Kits) 5. Incorporate math strategies from "RICE University" after math PD is conducted by Rice Consultants. {Title 1} 6. Hire Academic Specialist to assist in the coaching of Math teachers and ensure proper use of academic resources. {Title 1} 7. Hire Instructional Specialist to assist in the coaching of Math teachers along with assisting students in grades 3-5 that are struggling in mathematics. {Title 1} 8. Hire Math Coach to assist in the coaching of 3-5 math teachers {SCE} 9. Ensure all students are given the opportunity to participate in after-school tutorials for academic support. |
| 1 | 3 | 1 | 1. Train and implement TLAC strategies to improve teacher delivery of instruction. 2. Ensure all teachers PK-5 are teaching science and engaging students with experiments at least (twice) a month. 3. Implement and monitor the use of science academic software in the 5th grade classrooms. (Stem Scopes & Edusmart) |
| 5 | 1 | 1 | 1. Increase by an additional 10% the overall number of identified GT students. 2. All GT students will participate in both the campus and district academic EXPO each semester. 3. Increase the number of GT achieving masters on the STAAR test. 4. Increase by an additional 10% the number of students that complete applications and commit to joining the Elementary National Honor Society. 5. Ensure college and career readiness activities are evident through out the grade-levels. |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was developed during the summer of 2018 with the input of various stakeholders that are employed by the school district and those that our community members. The Needs Assessment is based on an acceleration or intervention plan for all students. The CNA provides information which includes data based on campus demographics, student academic achievement, school processes/programs and perceptions. The CNA can be found in detail on pages four through ten (pp.4 - pp.10) in the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by Bammel staff members, Bammel student councils members and a parent volunteer. The Bammel staff members are as follows: Sidney Adeleke, Susy Solano, Cynthia Starling, Milagros Chavez, Cynthia Munson, Jilnell Smith and Eli Parker. The Bammel student council members involved in the development of the plan were: Djali Rocha and Melina Medina. The parent volunteer who assisted in the plan as well was Lucy Dominguez. The 17-18 CIP was reviewed and discussed with the stakeholders stated above and influenced the strategies mentioned in the 18-19 CIP.

2.2: Regular monitoring and revision

The Campus Improvement plan will be regularly monitored and revised as needed through out the course of the academic school year. Three specific dates in the fall along with three specific dates in the spring have been chosen to review the plan accordingly and to ensure execution of set strategies. The dates in the fall are as follows: September 10th; October 22nd; and November 26th. The dates selected in the spring are as follows: January 28th; February 18th; and May 22nd.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan in it's entirety will be uploaded to the campus website. All parents and community members will have access to the plan. written in English.

2.4: Opportunities for all children to meet State standards

Bammel Elementary School will provide opportunities for ALL children to meet State standards through building relationships, a rigorous curriculum and effective instructional delivery. School-wide elements are outlined in the CIP through each goal: Goal 1: Reach every student; Goal 2: Excellence in every school; Goal 3: High performance from every employee; Goal 4; Engaged stakeholders in every community; Goal 5: Opportunities and choice from every family.

2.5: Increased learning time and well-rounded education

Bammel Elementary will use methods and instructional strategies that will enhance the academic development of each child. Teachers will build academic capacity through effective PLCs, implementation of TLAC strategies, and the reflection of timely coaching feedback. The students will process, apply and master academic information through engaged and rigorous lessons. This information can be found on pages 11-23.

2.6: Address needs of all students, particularly at-risk

All students that are not meeting the requirements of state assessment standards will be provided with strategies and resources that will enhance their academic performance to show a significant amount of growth throughout the school year. These students will be engaged in rigorous Tier 1 instruction, purposeful intervention block, and progress monitoring to ensure each child is given the individual academic and social tools needed to succeed. The complete plan can be viewed in Goal 1: Reach Every Student, Goal 2: Excellence in Every School and Goal 3: High Performance from every employee.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be developed by the CIP committee and the Campus Parental Advisory Committee. The policy will be reviewed, discussed and distributed on the designated day for Fall Open House {September 25, 2018 - 5:30pm-7:00pm}.

3.2: Offer flexible number of parent involvement meetings

Throughout the school year, Bammel Elementary will host various parent and community outreach events. Twice a month, during the school day and after school hours, opportunities will be given to parents to increase their capacity in but not limited to; parenting skills, homework help, literacy tips, social emotional elements between parent and child along with academic awareness institutes.

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|---------------------------------|----------------|------------|
| Amanda Ardill | Class Size Reduction Teacher | Grade 3 | .5 |
| Cadance Russell | District Literacy Coach | PK-2 | 1 |
| Sidney Adeleke | Campus Academic Specialist | PK-5 | 1 |
| Susy Solano | Campus Instructional Specialist | PK-5 | 1 |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------------|------------------------------------|
| Administrator | Berky Hernandez-Owolabi | Principal |
| Non-classroom Professional | Sidney Adeleke | Academic Specialist |
| Non-classroom Professional | Susy Solano | Instructional Specialist |
| Classroom Teacher | Eli Parker | Academic Generalist |
| Classroom Teacher | Milagros Chavez | Primary Teacher |
| Classroom Teacher | Cynthia Munson | Intermediate Teacher |
| Classroom Teacher | Cynthia Starling | SPED Teacher |
| District-level Professional | Luis Carrillo | SLA Elementary Curriculum Director |
| Classroom Teacher | Jilnell Smith | Intermediate Teacher |

Campus Funding Summary

| 199 General Fund | | | | | |
|---|------------------|-----------------|---|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Educational Consultant Fees: Erik Cork | | \$2,300.00 |
| 1 | 1 | 1 | Barnes and Nobles Books (The Day the Crayons Quit - Wonder) | | \$700.00 |
| 1 | 4 | 1 | Academic Generalist - Eli Parker {District Funded} | | \$0.00 |
| 2 | 3 | 1 | Attendance Clerk Salary - Terry Fisher {District Funded} | | \$0.00 |
| 3 | 2 | 1 | No Excuses Leadership Books | | \$240.00 |
| Sub-Total | | | | | \$3,240.00 |
| Budgeted Fund Source Amount | | | | | \$32,390.00 |
| +/- Difference | | | | | \$29,150.00 |
| 199 State SCE - State Compensatory Education (PIC) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Supplemental Pay - After-school tutorials | | \$5,500.00 |
| 1 | 2 | 1 | Math Coach - Alvin Mitchell {District Funded} | | \$0.00 |
| Sub-Total | | | | | \$5,500.00 |
| Budgeted Fund Source Amount | | | | | \$11,500.00 |
| +/- Difference | | | | | \$6,000.00 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Academic Specialist - Sidney Adeleke | | \$60,000.00 |
| 1 | 1 | 1 | Instructional Specialist - Suzy Solano | | \$61,000.00 |
| 1 | 1 | 1 | Class Size Reduction Teacher - TBD | | \$32,000.00 |
| 1 | 1 | 1 | Monies for School Wide Book Purchases (Wonder & The Day the Crayons Quit) | | \$1,250.00 |
| 1 | 1 | 1 | Study Island (Reading Bundle) - Edmentum | | \$1,178.25 |

| | | | | | |
|------------------------------------|------------------|-----------------|---|---------------------|-------------------|
| 1 | 2 | 1 | Instructional Specialist - Suzy Solano {Salary included in CIP in another goal} | | \$0.00 |
| 1 | 2 | 1 | Academic Specialist - Sidney Adeleke {Salary included in CIP in another goal} | | \$0.00 |
| 1 | 2 | 1 | Calendar Math Kit Grade 4 | | \$330.00 |
| 1 | 2 | 1 | Study Island (Math Bundle) Edmentum | | \$1,178.26 |
| 1 | 3 | 1 | Science Experiment Supplies & Refills | | \$1,000.00 |
| 1 | 3 | 1 | Edusmart - Science Solutions | | \$4,500.00 |
| 1 | 4 | 1 | Literacy Coach Salary - Cadance Russell {District Funded} | | \$0.00 |
| 1 | 4 | 1 | Reading Interventionist Salary - Latresa Scott {District Funded} | | \$0.00 |
| 1 | 4 | 1 | DRA Kits grades K-2 | | \$5,000.00 |
| 4 | 1 | 1 | Parent Supplies & Snacks for meetings / training events | | \$1,000.00 |
| 4 | 1 | 1 | Campus Parent Liaison | | \$2,000.00 |
| 4 | 2 | 1 | Home & School Connection Newsletters | | \$373.50 |
| Sub-Total | | | | | \$170,810.01 |
| Budgeted Fund Source Amount | | | | | \$180,000.00 |
| +/- Difference | | | | | \$9,189.99 |
| 263 Title III, LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | ESL Teacher Aides (2) | | \$38,710.00 |
| Sub-Total | | | | | \$38,710.00 |
| Budgeted Fund Source Amount | | | | | \$42,050.00 |
| +/- Difference | | | | | \$3,340.00 |
| Grand Total | | | | | \$218,260.01 |