

**Comal Independent School District**  
**Bill Brown Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

**Provide a safe, nurturing, engaging environment, which inspires children to become life-long learners.**

## Vision

**Empower reflective learners and problem solvers.**

## Motto

**We have vision, we have grit - we are TRAILBLAZERS.**

# Value Statement

## Core Beliefs

### The Basis of Our Practice at Bill Brown Elementary

**We facilitate a safe, nurturing and collaborative environment throughout our learning community.**

Our students and staff are respected and valued.

High expectations of our students are modeled to teach respect, responsibility, problem solving, social skills, perseverance, and grit.

Diversity and unique gifts are embraced.

**We maximize student achievement through high expectations and leadership across all disciplines.**

Goal setting and responsibility for tracking goals are part of our culture.

Responsible contributions to learning are made by all.

Self-motivation is a driving force.

Moral character and performance character are exemplified.

Lead through service, inspiration and example.

**We collaboratively design rigorous and relevant instruction that acknowledges all learners.**

Working in partnership between school, home, and community progresses student learning.

Failing forward empowers learners to keep trying.

Discovering the “why” and developing the passion for learning sustains learning.

Meaningful learning creates lifelong learning.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bill Brown Elementary School is located at the corner of Highway 46 West and Highway 281. The attendance zone includes south of Canyon Lake, west of New Braunfels, north of Highway 46, and east of Highway 281. It is a continuously growing area with new home development, primarily in Vintage Oaks, Mountain Springs Ranch, and River Crossing subdivisions.

The projected enrollment for Bill Brown Elementary is 678 students for grades Pre-kindergarten through fifth. Demographics consist of:

52% Male, 48% Female

57% White, 38% Hispanic, 5% Other

Special populations include:

13% English Language Learners

20% Bilingual

7% Special Education

16% Gifted and Talented

25% Economically Disadvantaged

9.5% Mobility Rate

97% Attendance Rate

### Demographics Strengths

Sixteen percent of the student body is qualified Gifted and Talented.

## **Student Achievement**

### **Student Achievement Summary**

On the 2017 state accountability assessment, STAAR, Bill Brown Elementary met expectation standards for all accountability indices. As we continue to meet individual student needs, the campus will focus on English Language Learners and Special Education students in the areas of reading and math, due to not meeting performance standards.

BBES met 15 out of 20 Performance Indicators and 12 out of 12 Participation Indicators.

Index 1 = 85

Index 2 = 42

Index 3 = 41

Index 4 = 55

### **Student Achievement Strengths**

Campus showed growth in Postsecondary Readiness from 2016 to 2017.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Bill Brown Elementary continues to be a well-known and liked entity in the community. Parents, community members, and visitors are welcome in the school to volunteer, mentor, and visit. Tradition runs deep with our PTA sponsored Walk-a-thon and Veteran's Day program.

Teachers engage in a collaborative environment for planning, implementing best practices, and continuous improvement. Every Tuesday during teacher planning times, teachers meet with their grade level team, campus instructional coaches, and administrators to engage in professional discussions related to classroom instruction, current data, and student progress. A team approach is part of the school culture in order to do what is best for students.

### **School Culture and Climate Strengths**

As a school, we focus on partnering with our families through an Academic Parent Teacher Team approach by hosting a minimum of four school-wide events per year. This year the following events are planned:

- Trailblazer Roundup - August 25
- Texas Geography Night - September 26
- Dual Language Family Literacy Night - October 19
- Parent Conferences - October 24 & 25
- Family STEM Night - TBA

Parent workroom volunteers are plentiful and a tremendous help to our teachers.

PTA and Watch DOGS are supportive and present in our daily campus activities and special events, as well as showing appreciation for our staff.

We actively seek to be an open and inviting campus that embraces diversity and is accepting of change for the better.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Bill Brown Elementary is a highly desirable place to work in the Texas Hill Country and all teachers are Highly Qualified. Our campus continues to grow. This year we added two classroom teachers and a paraprofessional in Dual Language.

Currently we have 1 teacher and 1 paraprofessional in Pre-K, 5 teachers in kindergarten, 5 teachers in 1<sup>st</sup> grade, 5 teachers in 2<sup>nd</sup> grade, 6 teachers in 3<sup>rd</sup> grade, 6 teachers in 4<sup>th</sup> grade, 7 teachers in 5<sup>th</sup> grade, 2 teachers and 3 paraprofessionals in Special Education. Included in the previous grade level sections are two Dual Language teachers per grade. There are two paraprofessionals for the Dual Language program.

During the fall semester, we are hosting four student teachers from UTSA.

### **Staff Quality, Recruitment, and Retention Strengths**

Our staff is 100% Highly Qualified.

Bill Brown Elementary is located in a highly desirable community to live in and work. Ending the 2016-2017 school year, three teachers retired. Those positions were filled. During the first week of school, a classroom teacher was added in third grade due to growth.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Best practices and research-based programs are utilized in curriculum, instruction, and assessment at Bill Brown Elementary. Grade levels teams meet weekly to collaborate with Campus Instructional Coaches and Administrators on TEKS, data, and instruction. Campus vertical teams meet monthly by subject (Math, Reading, Science, Spanish Language Arts, and Writing) during QILT to align vocabulary, instruction, and resources across the school. CILT (Campus Instructional Leader Team) meets once a week to discuss campus/staff/students celebrations, areas for refinement, and areas for reinforcement.

### **Curriculum, Instruction, and Assessment Strengths**

Special Education teachers plan with teachers to meet student needs. Special Education teachers co-teach in core subjects as their schedule allows.

Professional development for Dual Language and Special Education paraprofessionals is provided.

A homework table is set up in the cafeteria before school where students receive assistance from Campus Instructional Coaches and Special Education teachers.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Community involvement is inclusive of all stakeholders - students, teachers, parents, and community members. There is a desire to integrate more programs before and after school to involve students and get families participating in their child's learning.

The Bill Brown Elementary community is supportive of our students and campus through parent, family, and community involvement. Our campus initiative this year is Academic Parent Teacher Teams to directly involve parents with teachers in student goal setting, monitoring student progress, and celebrating students' success. The end goal is in developing the whole child.

### **Parent and Community Engagement Strengths**

PTA and Family Engagement Associate are established programs set up to support the families in the Bill Brown Elementary community. Watch DOGS operate through PTA to involve positive, male role models as volunteers on campus.

Parents are aware of the district initiative Comal Challenge. In October, a parent meeting is being held on campus with a district representative.

Mentors support our students with academic and social/emotional connections. Volunteers are from RSVP America Reads, SVHS FACS and PALS students, and community members.

Chess is available before school Monday through Thursday and is facilitated by a parent volunteer and third grade teachers. The mornings are organized with a beginner strategy group, an advanced strategy group, and two days of open play.

## **School Context and Organization**

### **School Context and Organization Summary**

Bill Brown Elementary develops highly functioning teams to provide systems, structures, processes, and procedures that are effective in operating the school, engaging student learning, and communicating with all stakeholders.

### **School Context and Organization Strengths**

Our campus collaborates and works through teams and committees to ensure high expectations, school excellence, and communication are effective in our daily work - Site Based Decision Making Committee, Campus Emergency Planning Team, Campus Instructional Leadership Team, Positive Behavior Intervention Supports, Gardens, Organizational Health, School Health Advisory Committee, Social, Veteran's Day, and Volunteer Appreciation Breakfast.

Building capacity in teacher leaders furthers our work.

## **Technology**

### **Technology Summary**

Technology is utilized in the classrooms to engage, support, and drive instruction. Each classroom has their own class set of laptops and approximately five iPads, as well as an Elmo projector. The AV room is set up for classes to access virtual field trips.

This is the fifth year Bill Brown Elementary is supporting two First Lego League (FLL) teams. The past four years, students have advanced to the FLL Regional Competition.

### **Technology Strengths**

Students present projects at the CISD Blended Learning Showcase in April.

Computers are available before school for students to access instructional sites to improve their academic and language skills.

# 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
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

# Goals

**Goal 1: Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.**

**Performance Objective 1:** Students and staff will foster and maintain a safe and secure learning environment measured by parent, student, staff feedback/surveys and school safety documentation results.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Maintain secure check-in procedures for all campus visitors.	Front Office Staff Administration	Documentation of all campus visitors Volunteers are approved via a background check report	✓	✓	✓	✓
Funding Sources: Local Revenue - 500.00						
2) Provide instruction/programs to promote safety, such as Anti-Bullying/Victimization Prevention, Playground Safety, Red Ribbon Week, DARE, Fire Prevention, and Bus Safety activities.	Counselor Assistant Principal Classroom Teachers	Fewer office referrals and bullying allegations Fewer clinic visits due to less injuries on the playground				✓
3) Establish an effective school-wide discipline matrix for consistency and founded on the principles and procedures outlined in the CISD Student Code of Conduct.	Assistant Principal PBIS Committee Counselor	Collaborating with families on student discipline Students owning their behavior	✓	✓	✓	✓
4) Provide staff training on child abuse prevention, suicide prevention, prevention of sexual harassment, AED use, CPR and First Aid.	Counselor Nurse	Ability of staff to respond quickly and accurately in emergency situations	✓	✓	✓	✓
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.























**Performance Objective 2:** During the school year, 100% of BBES students will participate in enrichment programs and community service activities to promote social/emotional wellness, quality character, and strong citizenship traits.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Counselor will implement a state-mandated guidance program to include classroom lessons and small groups and share Words of Wisdom daily on school announcements.	Counselor	Student ownership of choices regarding behavior and academics Fewer student discipline referrals Students modeling appropriate behavior and good character				
2) Students will participate in a character education program based on Comal Challenge, First Tee Nine Core Values, leadership skills, and goal setting.	Teachers PE Teacher Counselor Staff PBIS Committee Administration	Student ownership of choices regarding behavior and academics Fewer student discipline referrals Students modeling appropriate behavior and good character				
Funding Sources: Local Revenue - 300.00						
3) Students will attend assemblies with motivational speakers on character building and anti-bullying with Rock Solid Character and Dennis Lee.	Counselor PTA Administration	Student ownership of choices regarding behavior and academics Fewer student discipline referrals Students modeling appropriate behavior and good character				
Funding Sources: Local Revenue - 2870.00						
4) Students and staff will participate in programs/instruction to promote safety, health, and social-emotional well being. These programs will include DARE, Red Ribbon Week, and presentations led by Bulverde Police Department.	Counselor Fifth grade teachers	Student ownership of choices regarding behavior and academics Fewer student discipline referrals Students modeling appropriate behavior and good character				
5) Provide and promote the opportunity for students to participate in PTA Reflections Arts in Education competition.	PTA Liaison Administration	Increase in entries from previous year				
6) Students will apply, tryout, and participate in the First Lego League (FLL).	Staff sponsors Administration	Increase awareness of STEM Value of team work and character				
Funding Sources: Local Revenue - 400.00						



<p>7) Students in kindergarten through fifth grades will be provided the opportunity to learn and play chess in the mornings before school.</p> <p>Monday - advanced strategy class  Tuesday - beginner strategy class  Wednesday/Thursday - open play  Participate in two CISD tournaments</p>	<p>Parent volunteer  Third grade teachers  GT teacher</p>	<p>Increase critical thinking and problem solving  Character</p>				
<p>8) Establish Bill Brown Student Council (BBSC) to promote good citizenship through positive examples and community service projects for third through fifth grades.</p>	<p>Teacher sponsors  Counselor</p>	<p>Promote good character and student leadership  Student-led service learning projects</p>				
<p>9) Hold monthly assemblies October through April to recognize students displaying outstanding character, community service, and leadership.</p>	<p>Team Leaders  Administration</p>	<p>Increase student awareness of character traits and citizenship</p>				
<p>10) Social skills are explicitly taught step-by-step with a Skill of the Week introduced on morning announcements and follow-up in the classroom with teachers.</p>	<p>Counselor  Teachers  Administrators</p>	<p>Increased examples of good character demonstrated by students.  Decrease in office referrals/bullying reports.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Goal 1:** Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.

**Performance Objective 3:** The BBES staff will strive to foster an atmosphere where there is timely, open communication, and proactive collaboration with all parents/families, staff, and students as measured by Comal ISD Communications survey responses.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Host three Academic Parent Teacher Team events during the 2017-2018 school year, including Trailblazer Roundup in August, Texas Geography Night in September, Dual Language Family Literacy Night in October, parent conferences in October, and Fine Arts Night in February.	Principal CICs Teachers Family Engagement Associate PTA	Parents and students engaging academic events in the evening to build collaboration between school and home.				
2) Teacher maintain web sites with updated information for parents regarding class schedule, special events, academic web sites, and homework.	Classroom teachers Administration	Parents have access to pertinent classroom information in a timely manner				
3) Teachers communicate weekly with parents regarding classroom/grade level updates through email or newsletter.	Classroom teachers Administration	Parents have access to pertinent classroom information in a timely manner				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 1:** Cultivate a safe, nurturing and collaborative environment that promotes high standards, ethical behavior and mutual respect for all.

**Performance Objective 4:** Throughout the school year, BBES students and staff will participate in wellness activities and programs to promote physical fitness and healthy habits as recommended by the school SHAC committee.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Utilize community resources and volunteers to promote healthy lifestyles, increase students' knowledge about nutritional foods and engage students in activities to promote wellness.	PE Teacher School Nurse SHAC committee Chef Mario	Students making good nutritional choices and exercising to maintain healthy bodies				
2) Institute a Girls on the Run Club.	Staff volunteers	Healthy girls exhibiting leadership skills				
3) Communicate to parents Nutritional Nugget Newsletter via Trailblazer Times five times per year.	Administrator SHAC Committee	Student health reports showing decrease in BMI				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 2: Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.**

**Performance Objective 1:** By the end of the school year, overall student achievement in Reading will:

All Kindergarten through 5th grade students will show at least 8 point year long growth in their RIT scores for the MAP (Measures of Academic Progress) screener.















Increase Dual Language reading scores by 1.5 years growth in English utilizing Istation.

Increase Special Education reading scores by 1.5 years growth utilizing Read Naturally.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
<p><b>System Safeguard Strategy</b></p> <p>1) The Reading Vertical Alignment Team will meet three times a year to analyze reading data, establish school-wide and grade level goals for all student groups (Economically Disadvantaged, Special Education, ELL, and all ethnic groups), and report progress to BBES staff.</p>	Reading Committee Leader	Aligned vocabulary Reading fluency Reading comprehension Reading across genres Vocabulary acquisition				
<p><b>System Safeguard Strategy</b></p> <p>2) Increase exposure of non-fiction text by utilizing Time for Kids in grades Kindergarten through Fifth.</p>	CIC's Teachers Administration	Higher level thinking Inferencing Application to real world Analyzing, interpreting, and synthesizing information				
Funding Sources: Local Revenue - 3000.00						
<p><b>System Safeguard Strategy</b></p> <p>3) Beginning of the year, assess ELL students in the Dual Language program using the Foundations Phonics Screener, implement classroom interventions, and progress monitor using Istation.</p>	Bilingual Instructional Coach CIC's Dual Language Teachers	Fill gaps to increase English language acquisition Reading fluency				
<p><b>System Safeguard Strategy</b></p> <p>4) Utilize REWARDS reading program in fourth and fifth grades for general and special education students meeting the criteria per MAP screener data.</p>	CIC's	Fill gaps to increase language acquisition Reading fluency Reading comprehension				

<p><b>System Safeguard Strategy</b></p> <p>5) Assess Special Education students using the Read Naturally program and monitor student progress through weekly usage of Read Naturally.</p>	<p>Special Education teachers</p>	<p>Fill gaps to increase language acquisition</p> <p>Reading fluency</p> <p>Reading comprehension</p>				
<p><b>System Safeguard Strategy</b></p> <p>6) Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.</p>	<p>Fourth and fifth grade teachers</p> <p>CIC's</p> <p>Administration</p>	<p>Reading comprehension</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2:** Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

**Performance Objective 2:** By the end of the school year, overall student achievement in Math will:

All Kindergarten through 5th grade students will show at least 8 point year long growth in their RIT scores for the MAP (Measures of Academic Progress) screener.

Increase Dual Language reading scores by 1.5 years growth utilizing Istation to carry over to comprehension of math problem solving skills.

Increase Special Education reading scores by 1.5 years growth utilizing Read Naturally to carry over to comprehension of math problem solving skills.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
<p><b>System Safeguard Strategy</b></p> <p>1) Implement guided math group instruction in grades kindergarten through fifth by monitoring informal and formal student assessment data.</p>	Principal Assistant Principal CICs Teacher Vertical Team	Fluid groups based on student needs Small guided group Higher level questioning Reflective writing				
<p><b>System Safeguard Strategy</b></p> <p>2) Establish routines to implement math station activities in classrooms for grades kindergarten through fifth to provide ongoing review and application. Including, but not limited to: Factastic, Math Seeds, Reflex, Imagine Math, and Formative Loop.</p>	Principal Assistant Principal CIC's Teachers	Fact fluency Vocabulary acquisition Critical thinking				
<p>3) The Math Vertical Alignment Team will meet three times a year to analyze math data, establish school-wide and grade level goals (ex: using pictorial models such as strip diagrams) for all student groups (Economically Disadvantaged, Special Education, ELL, and all ethnic groups), and report progress to BBES staff.</p>	Math Committee Leader	Aligned vocabulary Aligned problem solving skills Critical thinking				
<p><b>System Safeguard Strategy</b></p> <p>4) Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.</p>	Fourth and fifth grade teachers CIC's Administration	Reading comprehension				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Goal 2:** Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

**Performance Objective 3:** By the end of the school year, overall student achievement in 4th grade Writing as measured by STAAR 2018 compared to STAAR 2017 performance will:

Increase scores by 15% in all student groups.

Increase advanced scores by 25% in all student groups.

Increase scores by 20% in Special Education student group.















Increase scores by 20% in ELL student group.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Evaluate student writing portfolios across grade levels and campus to assess alignment in expectations of content, grammar, revising/editing marks, handwriting legibility, and El Dictado (Dual Language) in vertical committee meetings during QILT.	CIC's Teachers Administrators	Awareness and continuous progress in student writing				
2) Kindergarten through third grades shall utilize Benson Handwriting consumables for weekly direct teach and practice.	Teachers Administrators	Legible handwriting through fifth grade				
3) Kindergarten through fifth grades will spiral ELA rules based on input from campus vertical committee according to district unit maps and El Dictado (Dual Language).	Writing Committee Chair Teachers CIC's Administrators	Daily dictation through mentor text/sentences				
4) School-wide professional learning on writing development ideas through the use of FEED in all content areas to demonstrate and understand relationships and thoughtful development of essay writing. A modified version will be used in grades Kindergarten through second grades.	Reading CIC Administrators	Classroom implementation Increase in student expository writing opportunities Expository content-area rubric				



5) Host Writing QUIP's on campus for grades Kindergarten, 1st, 2nd, 3rd, and 5th to analyze beginning and middle of the year writing diagnostic samples and handwriting.	CIC's Administrators Teachers	Teacher awareness Organization and progression of writing Language ideas Language conventions				
6) Dual Language classrooms utilize the Dictado Strategy in grades Kindergarten through fifth grades in English and Spanish to develop oral language, written language, and sentence structures.	Dual Language Teachers Administrators	Increase student progress in reading and writing				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

**Performance Objective 4:** By the end of the school year, overall student achievement in 5th grade Science as measured by STAAR 2018 compared to STAAR 2017 performance will:

Increase scores by 9% in all student groups.

Increase advanced scores by 3% in all student groups.



















Increase scores by 10% in Special Education student group.

Increase scores by 15% in ELL student group.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
<p><b>System Safeguard Strategy</b></p> <p>1) Science lessons will be taught through hands-on lab experiences and utilize school-wide supplies and consumable items</p> <p>K-1 80% of instructional time 2-3 60% of instructional time 4-5 50% of instructional time.</p>	Teachers Principal Assistant Principal Science Committee	Utilizing the Scientific Method Critical thinking Problem solving Vocabulary acquisition Making connections Inferencing Increase knowledge of real world				
Funding Sources: Local Revenue - 200.00						
<p><b>System Safeguard Strategy</b></p> <p>2) Implement an interactive, school -wide science word wall with vocabulary words, definitions, and objects/pictures. Words will be coded for Dual Language - Spanish words in red, English words in blue.</p>	Teachers Administrators	Vocabulary acquisition				
<p><b>System Safeguard Strategy</b></p> <p>3) Maintain gardens (vegetable and Monarch Way Station) for Kindergarten through fifth grades to utilize hands-on learning.</p>	Teachers Local Master Gardeners Administrators	Hands-on learning Applications to real world				
<p><b>System Safeguard Strategy</b></p> <p>4) Maintain a compost bin.</p>	Teachers Administrators	Application to real world Hands-on learning				

<p><b>System Safeguard Strategy</b></p> <p>5) Utilize Claim Evidence Reasoning (CER) strategies in grades Kindergarten through second grades.</p>	<p>Teachers Administrators</p>	<p>Critical thinking Processing skills</p>				
<p><b>System Safeguard Strategy</b></p> <p>6) Implement a campus wide use of Claim-Evidence-Reasoning in science grades second through fifth with assessments and classroom teaching.</p>	<p>Teachers Administrators</p>	<p>Increase CA scores Show growth from 4th grade end of year to 5th grade STAAR Strengthen foundation for middle school and beyond</p>				
<p><b>System Safeguard Strategy</b></p> <p>7) Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.</p>	<p>Fourth and fifth grade teachers CIC's Administration</p>	<p>Reading comprehension</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 2:** Maximize student achievement through high standards across all disciplines, which incorporate collaboration, critical thinking, creativity, high quality instructional strategies and innovative teaching.

**Performance Objective 5:** By the end of the school year, Index 4, Post Secondary Readiness, as measured by STAAR 2018 compared to STAAR 2017 performance, will increase scores by 5% for students that have met Final Standard in 2 out of 2 or 2 out of 3 assessments.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
<b>System Safeguard Strategy</b> 1) Monitor student progress in reading and math STAAR results from fourth to fifth grades by coding results sheets and identifying students for targeted teacher groups.	Teachers CIC's Administrators	Targeted student intervention Improving student growth				
<b>System Safeguard Strategy</b> 2) Provide opportunities for students to set and track goals in reading and math (facts fluency, Count Down in 3rd-5th grades).	Teachers	Student awareness and ownership of progress				
3) Utilizing parent input for their students' academic needs and formative and summative assessment data, develop goals and commitment from parents to assist in their students' learning.	Teachers	Targeted and communicated student growth goals Increase in student attendance				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3: Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.**

**Performance Objective 1:** Throughout the school year, all BBES staff members will collaborate, plan, and implement systems and procedures to improve the efficiency and effectiveness of campus operations measured by committee agendas, notes, procedural documents, and student outcomes.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Improve the school-wide discipline system by implementing BBES Positive Behavior Support Matrix and Behavior Referral Documentation based on research-based best practices to foster motivation and clear expectations for students.	Assistant Principal Team Leaders	Discipline Records Observations				
2) Utilize district investigation materials for all reports of bullying.	Assistant Principal Counselor	Bullying Investigation Documentation Discipline Records				
3) Special area teachers and GT Facilitator will attend T-Time once a month with CILT team to discuss upcoming lesson plans and meeting student needs.	Principal CIC's	Lesson plans Student data INOVA				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 3:** Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

**Performance Objective 2:** Implement Skill Streaming - Skill of the Week

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Social and behavior skills will be introduced campus wide for students to learn, model, and practice throughout the school year. Teachers will work with students during the week in the classrooms to practice through role playing, writing, and classroom discussions.	Assistant Principal Counselor Skill Streaming Committee Teachers	Discipline Records Observation				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

**Performance Objective 3:** Implement STOP!T app/program to monitor bullying allegations and investigations.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) STOP!T App is available for parents and students to utilize and safely and anonymously report anything of concern to school officials - from cyber-bullying to threats of violence or self-harm.	Principal Assistant Principal Counselor	Discipline Records Observation Documentation				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Build and strengthen an effective and efficient organization by utilizing a flexible, responsive and consistent process.

**Performance Objective 4:** Implementation of Pineapple Chart-Create opportunities for campus wide professional development within the campus

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Creating a pineapple chart welcomes teachers into other teachers classroom for campus wide professional development. Teachers are able to observe their colleagues and take away best teaching practices, systems and structures, or new lessons for their own classrooms.	Principal Assistant Principal CIC's Teachers	Walk Through Data Lesson Plans Student Achievement				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						



**Goal 4: Identify, grow, and retain leaders to build a capacity at all levels.**

**Performance Objective 1:** Throughout the school year, BBES administration will utilize effective systems to recruit, develop, and retain exceptional staff as measured by hiring, professional development, mentoring, coaching, and certification records.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) Utilize a uniform screening process for all applicants to ensure an exceptional, quality staff that follow district guidelines.	Principal	Staff retention Student academic growth and progress				
2) New teachers participate in CISD Mentoring Program and work with Campus Lead Mentor Teacher.	Principal Campus Lead Mentor Teacher	New teacher retention Positive OHI results				
3) A Highly Qualified Staff will be hired, trained, and evaluated for effectiveness and student performance.	Principal	Staff retention Student academic growth and progress				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**Goal 4:** Identify, grow, and retain leaders to build a capacity at all levels.

**Performance Objective 2:** Throughout the school year, 100% of BBES staff members will participate in continuous professional development with a focus on quality instruction and leadership while implementing strategies/activities into classroom lessons to be measured by professional development records, lesson plans, and classroom observations.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	May
1) BBES Counselor will attend at least one professional development conference related to a public school counseling program (November - LSSSCA).	Counselor Principal	New information and resources will be brought back to campus to be utilized with students and staff				
Funding Sources: Local Revenue - 175.00						
2) Assistant Principal will attend CESD 504 Conference to gain up to date leadership techniques and school improvement strategies.	Principal	New information and resources will be brought back to campus to be utilized most effectively with our students and staff				
3) Principal will attend Raise Your Hand Texas conference in February 2018.	Principal	New information and resources will be brought back to campus to enhance leadership, family engagement, and student progress				
4) Develop effective communication systems and teacher leaders by inviting seven teachers to attend Organizational Health planning session in January with administration.	Principal	Positive OHI Survey Results				
5) Assistant Principal will participate in Trinity University's Assistant Principal Cohort for the 2017-2018 school year.	Principal	Enhance leadership skills and student progress				
6) All certified teachers will complete the district special education course Elevate.	Principal	Increased student engagement Increased student growth and progress Enhanced understanding of students receiving services in special programs				
7) Specials teachers will attend a conference/professional development in their area of expertise: art, music, and PE.	Principal	New information and resources will be brought back to campus to enhance student engagement and quality student activities.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4:** Identify, grow, and retain leaders to build a capacity at all levels.

**Performance Objective 3:** By the end of the school year, 100% of BBES staff members will collaborate in teams to promote increased parental involvement, high academic student performance, outstanding climate and culture, quality character education, efficient systems, and efficient budget processes as measured by committee agendas, Campus Improvement Plan, and committee rosters.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative		Summative	
			Sept	Nov	Mar	May
<b>System Safeguard Strategy</b> 1) At October parent teacher conferences, parent/teacher teams will co-create student goals based on current data. Parents will commit to work with their student at home and monitor the progress of the goal. Teachers will provide additional resources as needed.	Principal Teachers Director of Professional Development	Conference/Goal Forms Conference attendance Overall student achievement Campus survey				
2) Host Texas Geography Family Night in September to engage families and school community in promoting the importance of geography, sponsored by PTA.	Principal Teachers Family Engagement Associate PTA	Increase family engagement Geography awareness				
3) Host a STEM night for families in January to promote parent teacher teams and increase awareness of STEM.	Principal CIC's Teachers Family Engagement Associate PTA	Increase family engagement STEM awareness				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	The Reading Vertical Alignment Team will meet three times a year to analyze reading data, establish school-wide and grade level goals for all student groups (Economically Disadvantaged, Special Education, ELL, and all ethnic groups), and report progress to BBES staff.
2	1	2	Increase exposure of non-fiction text by utilizing Time for Kids in grades Kindergarten through Fifth.
2	1	3	Beginning of the year, assess ELL students in the Dual Language program using the Foundations Phonics Screener, implement classroom interventions, and progress monitor using Istation.
2	1	4	Utilize REWARDS reading program in fourth and fifth grades for general and special education students meeting the criteria per MAP screener data.
2	1	5	Assess Special Education students using the Read Naturally program and monitor student progress through weekly usage of Read Naturally.
2	1	6	Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.
2	2	1	Implement guided math group instruction in grades kindergarten through fifth by monitoring informal and formal student assessment data.
2	2	2	Establish routines to implement math station activities in classrooms for grades kindergarten through fifth to provide ongoing review and application. Including, but not limited to: Factastic, Math Seeds, Reflex, Imagine Math, and Formative Loop.
2	2	4	Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.
2	4	1	Science lessons will be taught through hands-on lab experiences and utilize school-wide supplies and consumable items K-1 80% of instructional time 2-3 60% of instructional time 4-5 50% of instructional time.
2	4	2	Implement an interactive, school -wide science word wall with vocabulary words, definitions, and objects/pictures. Words will be coded for Dual Language - Spanish words in red, English words in blue.
2	4	3	Maintain gardens (vegetable and Monarch Way Station) for Kindergarten through fifth grades to utilize hands-on learning.
2	4	4	Maintain a compost bin.
2	4	5	Utilize Claim Evidence Reasoning (CER) strategies in grades Kindergarten through second grades.
2	4	6	Implement a campus wide use of Claim-Evidence-Reasoning in science grades second through fifth with assessments and classroom teaching.
2	4	7	Utilize Vocabulary.com in fourth and fifth grades to increase accuracy of student vocabulary acquisition.
2	5	1	Monitor student progress in reading and math STAAR results from fourth to fifth grades by coding results sheets and identifying students for targeted teacher groups.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	5	2	Provide opportunities for students to set and track goals in reading and math (facts fluency, Count Down in 3rd-5th grades).
4	3	1	At October parent teacher conferences, parent/teacher teams will co-create student goals based on current data. Parents will commit to work with their student at home and monitor the progress of the goal. Teachers will provide additional resources as needed.

# State Compensatory

## Personnel for Bill Brown Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denise Leyendecker	Dual Language Educational Assistant		
Joelle Matthews	PE Aide/Reading Interventionist		
Norma Brumley	PreK Assistant		

## 2017-2018 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jillian Jurica	Assistant Principal
Principal	Sarah Permenter	Principal
Paraprofessional	Kelly Young	Senior Associate
Business Representative	Kathleen Banse	State Farm Agent
Business Representative	Brandon Blanchard	Branch Manager
District-level Professional	Taylor Keller	Science Coordinator
Parent	Rebecca Grimes	Parent
Parent	Crystal LaPradd	Parent
Parent	Mandy Tyler	Parent
Classroom Teacher	Maureen Alaniva	Teacher
Classroom Teacher	Elizabeth Coronado	Teacher
Classroom Teacher	Jennifer Dorsey	Teacher
Classroom Teacher	Christie Ledwell	Teacher
Classroom Teacher	Mary McNeill	Teacher
Non-classroom Professional	Kirsten Meyer	GT Facilitator
Classroom Teacher	Omalee Ramirez	Teacher
Classroom Teacher	Diana Walsh	Teacher

## Campus Funding Summary

<b>Local Revenue</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Raptor system maintenance and badges		\$500.00
1	2	2	Monthly Core Value Certificates and Spirit Sticks		\$300.00
1	2	3	Rock Solid Character Assembly - funded by PTA		\$2,070.00
1	2	3	Dennis Lee Productions - funded by PTA		\$800.00
1	2	6			\$400.00
2	1	2	Time for Kids magazines - funded by PTA		\$3,000.00
2	4	1	Consumables		\$200.00
4	2	1	Conference registration		\$175.00
<b>Sub-Total</b>					\$7,445.00
<b>Grand Total</b>					\$7,445.00