

Bluebonnet Trail Elementary

Campus Improvement Plan
2005-2006

The Bluebonnet Trail community is united in its commitment to develop in students the skills, attitudes, and values needed to be successful citizens, life-long learners, and future leaders.

Last Updated: 1-10-05

Goal 1: Increase student success in all core academic areas with an increased emphasis on math and science. BTE will strive to be an "Exemplary" campus and continue to meet the AYP standards for academic performance each year.			
Goal 1 - Strategy 1 - Collect, analyze, and utilize data effectively.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Monitor adequate yearly progress for all sub groups: ethnicity, gender, disability status, English proficiency, and economically disadvantaged.	Ewald/Smith/Teachers	August, May	TAKS results will be reviewed for gains in AYP during the May CAT (Campus Advisory Team) Retreat and August professional development.
Activity 2: K-2 teachers will disaggregate TPRI/Tejas LEE data to prescriptively teach.	K-2 Teachers	September, January, April	Progress monitoring of small group and/or Tier 2 instruction will be reviewed during team planning with administrators. Checkpoints throughout the year will be evaluated via regular administrative walkthroughs. Success on end of year TPRI/Tejas LEE instruments will be noted on summative appraisals.
Activity 3: Teachers in grades 3-5 will disaggregate six weeks data, benchmark data, and TAKS data to prescriptively teach.	3-5 Teachers	Start Of Each Grading Period	Progress monitoring of intervention groups will be reviewed during team planning with administrators. Checkpoints throughout the year will be evaluated via regular administrative walkthroughs. Success on first TAKS administration will be noted on summative appraisals.
Goal 1 - Strategy 2 - Improve math performance.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Provide scientifically-based professional development to improve instructional strategies in math.	Ewald/Smith/Central Office	Monthly	Check to ensure that all teachers receive foundation in Math Investigations A67
Activity 2: Provide each classroom with age/grade level appropriate manipulatives.	Ewald/Smith	Monthly	Check with grade levels during team planning sessions to ensure that all teachers have adequate math manipulatives. Inventory the manipulatives to ensure the resources stay at the campus.
Activity 3: Provide each 3-5 classroom with enlarged TAKS Math Chart Poster and individual student charts to support/enhance student learning.	Ewald	August	Check with individual teachers and view classrooms to determine if resources are present. Monitor use throughout the year with regular administrative walkthroughs.
Activity 4: Evaluate teachers on their ability to integrate technology into core areas.	Ewald/Smith	Monthly	Lesson plans will be reviewed during regular administrative walkthroughs. Success will be noted on summative appraisals.

Goal 1 - Strategy 3 - Improve science performance.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Utilize the science lab in grades K-5.	K-5 Teachers/Ewald/Smith	Monthly	Administrators will check lesson plans and the lab schedule to ensure that students are using the lab at least twice every grading period, increasing with grade level.
Activity 2: Provide scientifically-based professional development to improve instructional strategies in science.	Ewald/Smith/Central Office	Monthly	Check to ensure that all teachers receive foundation in FOSS during the summer and necessary follow-up sessions throughout the school year.
Activity 3: Host a science fair. Students in grades 4-5 will be required to participate.	Science Fair Committee	January	Students in grades 4-5 will present their projects the day before the fair for a major science grade. Participation will be measured by the entries noted in the science fair program which lists all PreK-5 projects.

Goal 2: Provide an environment which fosters regular attendance. BTE will strive to exceed the minimum standards defined by TEA and AYP.			
Goal 2 - Strategy 1 - Increase student attendance.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Enter attendance on Skyward each day.	Teachers/Smith	Daily	Daily attendance records will be reviewed by the assistant principal.
Activity 2: Conduct Skyward attendance audits each six weeks.	Teachers	Conclusion Of Each Grading Period	A Skyward audit report will be conducted against daily attendance reports by the teachers.
Activity 3: Organize/conduct home visits to students with excessive absences or tardies.	J. Herrera/Smith	As Needed	The assistant principal will inform the social worker of attendance concerns. The social worker will conduct the home visits and report back to the assistant principal.
Activity 4: Reward perfect attendance (zero tardies and zero absences) of students each six weeks during honors assemblies.	Teachers/Ewald	Conclusion Of Each Grading Period	Certificates for perfect attendance will be distributed each grading period.
Activity 5: Monitor student attendance and send out notification letters to parents (with copies to the teachers).	Smith	Daily	The assistant principal will process computer generated attendance letters off of Skyward.
Activity 6: Conduct attendance committee meetings to develop appropriate intervention plans after seven absences.	Smith	Daily	The assistant principal will review computer generated attendance letters off of Skyward and invite parents to meetings as needed.
Activity 7: Evaluate teachers on their ability to properly engage students in the learning process.	Ewald/Smith	Daily	Administrators will observe and evaluate teachers continually throughout the year.

Goal 3: Graduate students entering high school within four years.

Goal 3 - Strategy 1 - Increase the four year completion rate.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Increase K-12 parent and student awareness of the value and importance of the high school diploma and post secondary opportunities.	Ewald/Smith/Teachers/ Counselor	Daily	Careful review and observation of attendance and attitudes toward school will generate a variety of interventions.
Activity 2: Promote educational, career, personal, and social development of students.	Ewald/Smith/Teachers/ Counselor	May	Programs to increase the activity will be conducted throughout the year, but focused on during Career Week in May.
Activity 3: Increase support mechanisms for students who are struggling academically.	Ewald/Smith/Teachers	Weekly	At-risk data will be reviewed during team planning sessions. Administrators will check lesson plans to ensure students receive necessary small group instruction during the instructional day. The master schedule will notate reading and math intervention periods for additional support. After school intervention, Content Mastery assistance, Saturday Camps, Project Mustang, etc. will offer activities throughout the school year and summer.

Goal 4: Improve student success of diverse populations. BTE will strive to exceed the minimum standards defined by TEA and AYP.			
Goal 4 - Strategy 1 - Eliminate performance gaps in TAKS scores.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Provide scientifically-based staff development related to meeting the needs of diverse populations such as: dyslexic, special education, and limited English proficient students.	Ewald/Smith/Central Office	Monthly	Identify and send teachers to training on an as-needed basis to assist diverse populations. Check to ensure that all teachers receive foundation training in differentiation during the summer and necessary follow-up sessions throughout the year.
Activity 2: Provide learning opportunities for struggling students such as intervention during the school day, after school intervention, Saturday Camps, etc.	Ewald/Smith/Teachers	Daily	Continue to identify and monitor students in need and provide prescriptive intervention.
Activity 3: Provide on-going assessment/ monitoring of student performances on TEKS/TAKS/SDAA objectives by reviewing Edusoft, TPRI/Tejas LEE, and Rigby Benchmark data.	Ewald/Smith/Teachers	Weekly	Assessments will be administered on predetermined dates and individual/team/campus review of the results will steer student needs for improvement.
Activity 4: Evaluate teachers on their ability to properly monitor, prescriptively plan, and assess students in regular and special programs as well as evaluate their ability to effectively differentiate instruction for diverse populations.	Ewald/Smith	Daily	Administrators will observe and evaluate teachers continually throughout the year. Summative evaluations will provide documentation of teacher ability and success.
Activity 5: Monitor meeting the needs of special education students in regards to least restrictive environment and appropriate testing levels for state assessments.	Ewald/ARD Committee Members	Weekly	ARD Committee will meet to determine LRE and appropriate, yet rigorous testing level for state assessments. The campus principal will attend most ARD meetings.
Activity 6: Monitor the number of special education students taking below grade level assessments.	Ewald/ARD Committee Members	Weekly	ARD Committee will review and recommend changes for future assessments. Any off-level decisions will be discussed in depth and forwarded for review by the Director of SPED.
Activity 7: Develop intervention plans for students during Student Support Team meetings.	Ewald/SST Committee Members	Weekly	SST Committee will determine the level of support needed for students with a demonstrated need. The campus principal will attend most SST meetings.

Goal 4 - Strategy 1 - Eliminate performance gaps in TAKS scores.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 8: Reading First staff will meet once a month with K-3 teachers teams to identify and address areas for continued improvement and professional development. Reading First will provide supplemental materials and coaching as needed.	Louise Dieringer/Effie Dukes	Monthly	Meetings minutes and coaching calendars will notate areas of need and support provided.

Goal 5: Provide a myriad of opportunities that appeal to a diverse population to maintain a positive climate and increase parental involvement.			
Goal 5 - Strategy 1 - Increase parent involvement opportunities.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Provide workshops and events to include: gifted and talented education, ADHD, violence prevention, adult literacy, Family Math Night, Family Science Night, Family Literacy Night, and TAKS Information Night.	Ewald/Smith/Houck	Monthly	Attendance logs and event evaluations will document level of participation and success.
Activity 2: Actively seek parent volunteers.	PTA Volunteer Coordinator	September	Make use of parent volunteer forms which are filled out at the beginning of the year.
Activity 3: Ensure the Campus Advisory Team is representative of our diverse population.	Ewald/Smith	September	All populations will be included in representative team as noted on the membership roster.
Activity 4: Provide Back to School Picnic/Meet the Teacher event.	Ewald/Smith/Teachers	August	Parent sign-in forms and verbal feedback will document level of participation and success.
Activity 5: Provide Curriculum Night/Open House event.	Ewald/Smith/Teachers	September	All CAT members will have the opportunity to attend training. D74

Goal 5 - Strategy 2 - Increase parental awareness.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Provide Spanish translators at all events.	Smith/Bilingual Teachers	Monthly	Teachers will rotate translating events to ensure all events are covered.
Activity 2: Provide Spanish translations of all written communication.	Ewald/E. Herrera/Bilingual Teachers	Daily	All written campus communications will be translated in Spanish by E. Herrera. Bilingual teachers will translate grade level/classroom documents.
Activity 3: Advertise parental involvement activities through newspaper supplement, district marquees, campus flyers, and campus newsletters.	Ewald/Smith/Houck	Monthly	All parental involvement activities will be advertised.
Activity 4: Distribute (and post on the school's web site) weekly school newsletters in English and Spanish.	Harper	Weekly	All newsletters will be posted on the web site.
Activity 5: Distribute curriculum packages in English and Spanish at Curriculum Night/Open House event.	Ewald/Teachers	September	The principal will coordinate the production of the packages which will be made available to all parents.
Activity 6: Distribute language appropriate TAKS Study Guides to 3-5 parents.	Ewald/Teachers	October	The principal will coordinate the distribution of the English and Spanish TAKS Study Guides which will be made available to all parents at the information night and subsequent parent conferences.

Goal 6: Enable teachers to develop skills to successfully teach diverse populations.

Goal 6 - Strategy 1 - Provide effective professional development.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Determine teacher needs based on student performance results, NCLB requirements, and needs assessments of individual teachers.	Ewald/Smith	Monthly	100% of teacher needs will be identified and plans made to fulfill needs.
Activity 2: Post available professional development opportunities which correlate with district and campus goals.	Ewald	Daily	Professional development opportunities that support the CIP and DIP will be sent to teachers via e-mail, flyers, etc.
Activity 3: Provide new teachers with an orientation to district goals and student expectations	Ewald/Smith/Whitworth	August	All new teachers will attend New Teacher Orientation prior to the beginning of school in addition to monthly new teacher support meetings/ trainings.
Activity 4: Provide PDAS training to all teachers.	Ewald/Smith/Whitworth	August, September	All new teachers will attend initial PDAS training as a part of New Teacher Orientation. The campus administrators will provide necessary follow-up training in September.
Activity 5: Provide opportunities for teachers to share learning.	Ewald	Weekly	Teachers will be given opportunities to share what was learned at training during staff meetings.
Activity 6: Provide opportunities for each grade level to meet and plan together.	Ewald	Weekly	Teams will select a day and time to consistently plan instructional activities for future lessons. Campus administrators will support team planning via meeting attendance and/or response to meeting minutes.
Activity 7: Provide scientifically-based professional development to improve instructional strategies in science and math.	Ewald/Smith/Central Office	Monthly	Check to ensure that all teachers receive foundation in FOSS and Math Investigations during the summer and necessary follow-up sessions throughout the school year.
Activity 8: Provide scientifically-based staff development related to meeting the needs of diverse populations such as: dyslexic, special education, and limited English proficient students.	Ewald/Smith/Central Office	Monthly	Identify and send teachers to training on an as-needed basis to assist diverse populations. Check to ensure that all teachers receive foundation training in differentiation during the summer and necessary follow-up sessions throughout the year.

Goal 6 - Strategy 2 - Utilize an effective decision making process.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Provide site-based decision making training.	Ewald/Cochrane	September	All CAT members will have the opportunity to attend training. D74
Activity 2: Establish specific committees/teams (Campus Advisory Team, GTAL, Wellness, UIL, Social, Science Fair, Multicultural, etc.) to guide campus decisions and facilitate work.	Ewald	August	All teachers will serve on at least once committee as evidence by the committee chart.
Activity 3: Provide parent and staff surveys as a venue for them to share information, concerns, etc.	Ewald/Smith	May	Surveys will be distributed and reviewed at the Campus Advisory Team Retreat for future planning purposes.
Activity 4: Have parental and staff involvement on the Campus Advisory Team and school-based staff interviews.	Ewald	Monthly	Interview schedules will list members of the interview team. The CAT membership roster will denote the titles/positions of all members.

Goal 7: Improve student understanding and application of the decision making process in life choices.

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Goal 7 - Strategy 1 - Promote citizenship and responsibility.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Remarkable Ranger awards will be shared during morning announcements in order to recognize outstanding behavior.	Ewald/Teachers	Daily	Students will be verbally recognized daily. Awards will be posted in the cafeteria on the honors bulletin boards.
Activity 2: Recognize up to three exemplary students from each class each six weeks (for citizenship) as Bluebonnet's Best.	Teachers	Each Grading Period	Certificates for exemplary citizenship will be distributed during honors assemblies.
Activity 3: Honor up to three students from each class for year-long stellar citizenship at the end of the year honors assemblies.	Teachers	May	Gold pins for stellar citizenship will be distributed during honors assemblies.
Goal 7 - Strategy 2 - Promote social responsibility and reduce violence.	Person(s) Responsible	Timeline	Evidence Of Completion/Evaluation
Activity 1: Effective implement CHAMPs.	Ewald/Smith/Teachers	Daily	Teachers will receive training during the summer and necessary follow-up sessions throughout the school year. Administrators will observe and evaluate teachers continually throughout the year. Summative evaluations will provide documentation of teacher ability and success.
Activity 2: Provide parent information sessions on CHAMPs.	Ewald/Smith/Houck	Fall Semester/Spring Semester	At least two parent informational sessions will be held during the year. Sign-in forms, verbal feedback, and session evaluation forms will document level of participation and success.