

**Lockhart Independent School District**  
**Bluebonnet Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bluebonnet Elementary School is a 13year old Title I campus in Lockhart ISD. We have seen an enrollment increase over the last four years. We currently serve 574 students. We enroll kindergarten through fifth grade students. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students. Student enrollment information comes from current information beginning, August 2018.

Hispanic population= 77%  
White population= 18%  
African American population= 2%  
ELL population= 18%  
Special Education= 9%  
Low SES= 70%

## Student Academic Achievement

### Student Academic Achievement Summary

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

Student achievement score= 58

School progress score= 72

Closing the gaps score= 66

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

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

These scores result in Bluebonnet Elementary receiving a 2018 Texas Accountability Rating of Met Standard, with a score of 70 out of 100.

On the 2018 STAAR, the following scores for all grades show the percentages of achievement at each level:

Math (3rd-5th)- 67% at approaches, 69% at Meets, and 16% at Masters.

Reading (3rd-5th)- 60 % at approaches, 27% at Meets, and 10% at Masters

Writing (4th)- 41% at approaches, 17% meets, and 2% at masters

Science (5th)- 67% at approaches, 22% meets, and 3% at masters.

## School Processes & Programs

### School Processes & Programs Summary

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

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

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

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

### School Processes & Programs Strengths

Bluebonnet Elementary strengths:

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

5. Administering/Monitoring Dreambox for all students K-5 for Math.
6. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

**Problem Statements Identifying School Processes & Programs Needs**

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

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

# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

Bluebonnet Strengths include:

- Increased parent communication in both English and Spanish through weekly smores and dojo with teachers.
- A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, two literacy nights, Dia de los Muertos, Fall Festival, Parent Involvement Day events, and End of Year Award's Ceremony.
- 4th and 5th grade Choir represents our school by participating in Dickens on the Square and earning a superior rating 1 in their first ever Pride of Texas Music Festival
- NEHS and Student Council support monthly community service projects
- Administrator hosts coffee events and welcomes parent input and questions
- Recognition every morning with student pledge leaders and birthday announcements. Shout outs for 7 mindsets weekly.
- Bully intervention lesson conducted with counselor.
- Red Ribbon week participation
- Brag tags for each student to wear on Fridays



- 7 mindsets bracelets as goals are reached
- Principal Pride award at the end of the year

### **Problem Statements Identifying Perceptions Needs**

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

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

# 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
- State and federal planning requirements

## Accountability 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: Every student (Grades 1-5) will make 1.5 years progress in Reading in 2017-2018

**Performance Objective 1:** During the 2018-2019 school year, 70% of students in grades K-5 will make 1.5 years growth in Reading.

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

Skill growth Report







AR

Checkpoint Assessments

STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will be identified using data from Istation into Tier 1, 2, 3 groups for intervention time daily. 30 mins for Tier 1 60 mins for Tier 2 90 mins for Tier 3</p>	2.5, 2.6	Teachers (All) Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher, RTI/intervention lead teacher, Jessica Cruz.	All teachers and RTI interventionist will plan for intervention time with students based on Tier level and ISIP data lesson cycles. 70% of students will have met individual growth goals.				
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) All teachers will use guided reading as part of their ELAR instruction for Guided Reading groups and lessons.</p>	2.4, 2.5, 2.6, 3.1	Teachers (All) Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher, district instructional coaches.	Administration and ELAR district instructional Coaches will monitor guided reading implementation and observations.  Administration will conduct a minimum of 25 Powerwalks during ELAR instruction times per week to monitor usage, (3-5 times a week).  70% of students will make progress towards their individual student goals per month on Istation.				
Funding Sources: 211 - Title I-A - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers PLC weekly for planning and discussing data after every reading checkpoint to collaborate on ways to improve instruction and student achievement. Teachers will complete the class checkpoint analysis form and utilize the data to drive instruction.</p>	2.4, 2.5, 2.6	All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS. Administrator participation each week to monitor norms set by PLC and participation. To build a team of collaborative ideas and use peers as a tool for professional development.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1</p> <p>Funding Sources: 199 - General Fund - 0.00, 211 - Title I-A - 0.00</p>							
<p>4) Bluebonnet will continue to implement and use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	The quality of tier one instruction will improve and lead to more students making academic progress. Further, PowerWalks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.</p>	2.4, 2.5, 2.6, 3.1, 3.2	All teachers, administration, counselor	The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.				
<p>Funding Sources: 211 - Title I-A - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Special education teachers will PLC with classroom teachers weekly to develop lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.</p>		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	Administration will monitor lesson plans each week to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom. Resulting in 70% of special education students will make progress towards their individual student reading goal.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Bilingual teachers will meet monthly in Bilingual PLCs and grade level PLC's weekly.</p>	2.4, 2.5, 2.6	Teachers (bilingual) Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher, district bilingual instructional coaches.	Monitoring bilingual student data will allow teachers to ensure 70% student growth is happening in reading.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 1:</b> ELs across all grade levels have a low percentage of student success on STAAR reading, 3-5 = 46% ( 3rd- 50; 4th- 25; 5th- 62) <b>Root Cause 1:</b> The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Our student achievement score was 58 out of 100 in student achievement domain 1. <b>Root Cause 1:</b> Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. <b>Root Cause 1:</b> No consistent meeting times and schedule for the committee to plan and organize.
<b>Problem Statement 2:</b> Little opportunities for team planning and PLC time during the day. <b>Root Cause 2:</b> PLC times were used only for professional development time and not clear on objectives and norms not set.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Provide opportunities for teachers to observe other teachers lessons and classroom transitions <b>Root Cause 1:</b> No coverage/rotation, and lack of substitute availability.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. <b>Root Cause 1:</b> Classroom expectations not revisited throughout the year and were not similar in grade levels.

## Goal 2: Every student (grades 1-5) will make 1.5 years progress in Math in 2018-2019.


**Performance Objective 1:** During the 2018-2019 school year, 70% of students in grades K-5 will make 1.5 years of progress in Math.

**Evaluation Data Source(s) 1:** dreambox lesson growth  
STAAR  
checkpoint assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Students will be identified through Math data into Tier 1, 2, 3 groups for intervention time daily. 30 mins for Tier 1 60 mins for Tier 2 90 mins for Tier 3</p>	2.4, 2.5, 2.6	All classroom Teachers Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher	<p>Teachers and instructional leaders will review weekly (3-5 times a week) by using dreambox reports to ensure students are meeting their required minutes and completing assigned lessons.</p> <p>Teachers will meet with small groups/ individuals for lesson reteach during guided math instruction to track growth progress of each student.</p>				
				Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Perceptions 1			
2) Teachers will provide small group math instruction to all students on a weekly basis (3-5 times a week). All classrooms will be using math manipulatives, and building concrete to pictorial, to abstract knowledge.		All classroom Teachers Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher	Administration monitor lesson plans. Administration will conduct a minimum of 25 walk throughs per week per admin. and Power Walks data will show and increase of 15% in high yield strategies, instructional rigor and relevance during math instruction.				
3) Teachers PLC weekly for planning and discussing data after every math checkpoint to collaborate on ways to improve instruction and student achievement. Teachers will complete the class checkpoint analysis form and utilize the data to drive instruction.		All classroom Teachers Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher, RTI/Intervention Lead teacher, Jessica Cruz.	<p>Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administrator participation on Mondays for K-2 and Tuesdays for 3-5th each week to monitor norms set by each PLC and participation.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development to help increase student achievement to reach 70% of growth in Math.</p>				



4) Bluebonnet will continue to implement and use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using PowerWalks.		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	The quality of tier one instruction will improve and lead to more students making academic progress. Further, Powerwalks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 5) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.	2.4, 2.5, 2.6, 3.1, 3.2	All classroom Teachers Principal, Belinda Vasquez Assistant Principal, JoEllen Belcher	The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of all students.				
	Funding Sources: 211 - Title I-A - 0.00						
6) Special education teachers will PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.	2.4, 2.5, 2.6	All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	Administration will monitor lesson plans each week to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom. Resulting in 70% of special education students will make progress towards their individual student math growth.				
							

**Performance Objective 1 Problem Statements:**


<b>Student Achievement</b>
<b>Problem Statement 1:</b> Our student achievement score was 58 out of 100 in student achievement domain 1. <b>Root Cause 1:</b> Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. <b>Root Cause 1:</b> No consistent meeting times and schedule for the committee to plan and organize.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. <b>Root Cause 1:</b> Classroom expectations not revisited throughout the year and were not similar in grade levels.

### Goal 3: Bluebonnet Elementary will increase STAAR writing achievement in 4th grade in 2018-2019.

**Performance Objective 1:** Fourth grade STAAR Writing scores will increase in achievement by 15% .

**Evaluation Data Source(s) 1:** STAAR writing  
peer editing and revising  
writing rating strategy (spring)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use a writing program called Being a Writer, in grades 3rd and 4th for all students to be used alongside TEKS Resource to build students writing skills.		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	In an effort to provide students with a variety of writing samples teachers will use Being a Writer Program curriculum. Every 9 weeks, student writing samples will be scored with the district writing rubric to assess growth.				
2) Teachers will meet weekly during Data PLC's to analyze student writing samples and track writing development.		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	Assessing with a STAAR based rubric, teachers will be able to collect data and see growth each 9 weeks. Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.				
3) Teachers will use sentence stems for students to use when writing in all content areas.		All teachers RTI/Interventionist Administration Instructional coaches for support and guidance	Sentence stems will be posted in every classroom for students to use as a way to verbalize and write a complete thought. This visual will help student have a starting point and encourage writing. Student writing examples will be posted outside and inside of the classrooms.				
4) Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.		teachers, administration, counselor	The use of data walls will help teachers and students track their data and use a visual to celebrate all growth of students in writing by 15%				
							

**Goal 4: Bluebonnet will increase their average daily attendance rate for the 2018-2019 school year.**

**Performance Objective 1:** Bluebonnet attendance rate will increase attendance rate to at least meet 97% average daily attendance for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** ADA reports daily and weekly

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6  1) Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.		teachers, administration	Students will encourage each other to come to school and will want to attend school everyday to be able to get a classroom prize that they will be able to chose. We expect to see classroom attendance increase to 97% each week.				
	Funding Sources: 199 - General Fund - 50.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7  2) Administration will use Perfect Attendance awards and brag tags this year to collect each 9 weeks.	2.4, 2.5, 2.6, 3.1, 3.2	Administration attendance committee	Students will will want to attend school everyday to be able to get a brag tag and collect all 4. We expect to see individual attendance increase to 97% each week.				
	Funding Sources: 199 - General Fund - 1200.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6  3) Students will be provided incentives for meeting Attendance Challenges throughout the year.		Principal, Registrar, Assistant Principal	Bluebonnet's ADA will rise from 95.8% to meet or exceed our campus goal of 97%.				
	Funding Sources: 199 - General Fund - 500.00						
4) Students will be recognized during monthly assemblies for perfect and improved attendance.	2.4, 2.6	Principal, Assistant Principal, Registrar	Bluebonnet's ADA will rise from 95.8% to meet or exceed our campus goal of 97%.				
	Funding Sources: 199 - General Fund - 200.00						
5) Classroom and grade levels will be recognized for 100% attendance weekly.		Principal, Assistant Principal, Registrar	Classrooms with 100% daily attendance will be recognized daily during announcements. Highest grade level attendance winner will have their banner displayed in the main office.				
	Funding Sources: 199 - General Fund - 500.00						

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 6) SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase attendance.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Registrar, Assistant Principal	Having a Mindset lesson each Monday and an assembly that recognizes students each month will help encourage students to come to school. This will help increase our attendance from 95.8% to 97%.				
	Funding Sources: 199 - General Fund - 1500.00						

## Comprehensive Support Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	2	All teachers will use guided reading as part of their ELAR instruction for Guided Reading groups and lessons.
1	1	5	Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.
2	1	5	Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic areas and social emotional learning.
4	1	1	Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.
4	1	2	Administration will use Perfect Attendance awards and brag tags this year to collect each 9 weeks.

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Belinda Vasquez	Principal
District-level Professional	Rebekah Bolls	Behavior Specialist
Parent	Monica Saldivar	Parent
Classroom Teacher	Sheila Mulbry	GT teacher
Non-classroom Professional	Colette Ruppert	Counselor
Business Representative	Marissa Mendez	Business Rep
Community Representative	Jessica Cruz	Community Member
Community Representative	Alexandria Leos	Community member
Administrator	Jo Ellen Belcher	Assistant Principal
Librarian	Susan Moneyhon	Librarian
Business Representative	Frank Cruz	Business Rep.
Parent	Flor Guerrero	Parent
Classroom Teacher	Terry Armstrong	Teacher
Classroom Teacher	Susan Glenewinkel	Teacher
Classroom Teacher	Zandra Clay	teacher
Classroom Teacher	Katy Duda	Teacher

## Campus Funding Summary

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