

Bloomington Independent School District
Bloomington Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 12, 2022
Public Presentation Date: September 12, 2022

Mission Statement

Bloomington Elementary faculty, staff, parents and community members will work as a team to educate all students to become independent thinkers and problem solvers as they prepare for their next academic endeavor.

Vision

Bloomington Elementary School strives to ensure that each child will experience optimal social, emotional, academic and physical success through a challenging and engaging, child-centered, educational program in a safe and healthy learning environment.

Core Beliefs

- Student achievement is dependent upon the collaborative efforts of administration, teachers, support staff, family, community stakeholders, and the students themselves
- All students are capable of learning and will be challenged to reach their full potential
- Curricula should be viable, aligned, rigorous, intentionally taught, learned, assessed, and reflected upon
- BES will embrace employee strengths, cultivate areas of growth through training, and develop talent for future sustainability
- BES has a responsibility to teach, model and foster behavior that reflects integrity, compassion, equity, and respect for all
- Community engagement creates an environment of high achievement and student development
- Our school is a source of pride and the foundation of a strong community
- Learning is the purpose of education

Table of Contents

Comprehensive Needs Assessment	4
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: Raise Meets and Masters reading and math scores on local benchmarks and STAAR assessment by 30% by May 2022.	8
Goal 2: Implement learning strategies to assist SpEd and EL populations in raising all performance level scores in reading and math by 30% by May 2022.	11
Goal 3: Organize effective parental and community involvement activities that promote the academic and socio-emotional growth of all students on campus.	13
State Compensatory	14
Budget for Bloomington Elementary School	15
Title I	15
1. Comprehensive Needs Assessment (CNA)	16
1.1: Comprehensive Needs Assessment	16
2. Campus Improvement Plan	16
2.1: Campus Improvement Plan developed with appropriate stakeholders	16
2.2: Regular monitoring and revision	16
2.4: Opportunities for all children to meet State standards	16
2.5: Increased learning time and well-rounded education	16
2.6: Address needs of all students, particularly at-risk	16
3. Annual Evaluation	16
3.1: Annually evaluate the schoolwide plan	16
4. Parent and Family Engagement (PFE)	16
4.1: Develop and distribute Parent and Family Engagement Policy	17
4.2: Offer flexible number of parent involvement meetings	17
5. Targeted Assistance Schools Only	17
Title I Personnel	17

Comprehensive Needs Assessment

Revised/Approved: August 5, 2022

Priority Problem Statements

Problem Statement 1: Students lack personal motivation and confidence required for sustained academic success and consistent positive behavior.

Root Cause 1: Students have experiences two years of interrupted school. Distance learning limits peer interaction. Students need consistent modeling of expectations and forming goals.

Problem Statement 1 Areas: Demographics - School Culture and Climate - School Processes & Programs

Problem Statement 2: Approx. 50% of students under the approached level

Root Cause 2: Students reading 2+ levels below grade level.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs

Problem Statement 3: Low achievement in Meets and Masters

Root Cause 3: Missing independent practice and extension activities.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs

Problem Statement 4: Need to implement small group purposeful talk and critical writing on a consistent, daily basis in all classrooms.

Root Cause 4: No scheduled time for lesson plan review and limited feedback to teachers after Powerwalks

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 5: Teachers are in need of timely and constructive feedback and coaching on classroom instruction.

Root Cause 5: Principal needs assistance with discipline to focus more time on instructional leadership

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

Bloomington Elementary School
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: August 26, 2022





Goal 1: Raise Meets and Masters reading and math scores on local benchmarks and STAAR assessment by 30% by May 2022.

Performance Objective 1: Attend Lesson Alignment and Formative Assessment (LAFA) summer training with a team of teachers. Then implement LAFA with core teachers.

High Priority

Evaluation Data Sources: TEKS investigation artifacts.

Strategy 1 Details	Reviews			
<p>Strategy 1: Contract with Region 3 to present Data Driven Instruction model. The Initial training will focus on the admin team and grade level reps. Then follow up visits to classrooms will include individualized coaches according to teacher/campus needs.</p> <p>Strategy's Expected Result/Impact: Identify gaps in student learning, highlight struggling sub pops, and provide material for reteach activities.</p> <p>Staff Responsible for Monitoring: Principal, DCSI, Grade Level DDI Reps</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a campus assessment calendar to guide pacing and facilitate meeting schedule.</p> <p>Strategy's Expected Result/Impact: Assessments on 3-4 week intervals Monthly DDI Meetings</p> <p>Staff Responsible for Monitoring: Principal, Grade Level Team Lead</p>	Formative			Summative
	Nov	Feb	May	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Implement DDI model during PLC meetings to identify areas of success and student struggle. These meetings will produce patterns of student struggle to be addressed during spiraling activities and Intervention times.</p> <p>Strategy's Expected Result/Impact: Identify gaps in student learning, and improve targeted instruction.</p> <p>Staff Responsible for Monitoring: Principal, DCSI, Grade Level DDI Reps</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Raise Meets and Masters reading and math scores on local benchmarks and STAAR assessment by 30% by May 2022.

Performance Objective 2: Implement a new lesson plan format that promotes listening, reading, thinking, speaking, and writing on a daily basis across all subjects.

High Priority

Evaluation Data Sources: Lesson Plan submissions, Powerwalks, T-TESS evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with ongoing training/support for the new lesson plan format during weekly PLC meetings and on early release Friday meetings. Utilize Powerwalks for observable data concerning lesson plan format/content.</p> <p>Strategy's Expected Result/Impact: Greater student ownership of materials. More speaking opportunities for students, especially EL and At-Risk students</p> <p>Staff Responsible for Monitoring: Principal, DCSI, Grade level DDI reps</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct weekly lesson plan review and provide teachers with constructive feedback, aimed at boosting student performance.</p> <p>Strategy's Expected Result/Impact: Ensure that ELPS are being properly addressed to reach student sub pops, such as economically disadvantaged, EL and At-Risk.</p> <p>Staff Responsible for Monitoring: Principal, DCSI, Grade Level DDI Reps</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Raise Meets and Masters reading and math scores on local benchmarks and STAAR assessment by 30% by May 2022.

Performance Objective 3: Develop a systematic plan of classroom visits that dovetails with lesson plans and offers time for feedback and conversations with teachers.





High Priority

Evaluation Data Sources: Lesson plan comments with feedback.

Goal 2: Implement learning strategies to assist SpEd and EL populations in raising all performance level scores in reading and math by 30% by May 2022.

Performance Objective 1: Establish channels of communication and collaboration in the process of writing and monitoring IEP goals.





Evaluation Data Sources: SpEd teacher input documents, IEP progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule face to face meetings with Gen Ed and SpEd teachers prior to all ARD meetings. Require the presentation of student work portfolios for concrete representation of student growth and learning gaps.</p> <p>Strategy's Expected Result/Impact: Increase staff awareness of student accomplishments and challenges. Accelerate student achievement by narrowing the focus on student goals.</p> <p>Staff Responsible for Monitoring: Principal, SpEd teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
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Goal 2: Implement learning strategies to assist SpEd and EL populations in raising all performance level scores in reading and math by 30% by May 2022.

Performance Objective 2: Increase speaking and writing opportunities for students throughout the day.





Evaluation Data Sources: Writing journals, exit tickets, student presentations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish word walls in all classrooms, with the expectation of adding a minimum of 5 words per week. Provide teachers with models and materials to ensure faithful, consistent implementation.</p> <p>Strategy's Expected Result/Impact: Increased confidence during speaking and writing opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Special Programs Director, DCSI</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a campus wide schedule of weekly writing prompts for students. These writing samples will be analyzed during PLC meetings, and grade level planning sessions.</p> <p>Strategy's Expected Result/Impact: Progress monitoring of student writing growth and gaps. Increase student writing ability.</p> <p>Staff Responsible for Monitoring: Principal, Grade Level DDI reps</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Organize effective parental and community involvement activities that promote the academic and socio-emotional growth of all students on campus.

Performance Objective 1: Offer Open House events in the September and January to orient parents to the various programs and services offered by the campus.

Evaluation Data Sources: Parent sign in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer information on ESL, SpEd and GT programs during Open House events. Educate parents on the different methods available to meet student needs. Offere materials in both English and Spanish, including invitations, announcements and program details.</p> <p>Strategy's Expected Result/Impact: Form mutually supportive bonds with parents to boost student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Grade level specific information nights to educate parents on the learning strategies, behavior incentives and attendance rewards offered to support student learning. Assist parents with essential information such as assess to Gradebook, PBIS Rewards, and other programs utilized by teachers and students.</p> <p>Strategy's Expected Result/Impact: Increased ownership of the learning process. Increased participation monitoring grades and student behavior.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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State Compensatory

Budget for Bloomington Elementary School

Total SCE Funds: \$4,950.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The three areas for our SCE funds are Math, Science and Testing Supplies. We will purchase additional study materials for Math and Reading with the largest amounts. We will purchase additional Science materials for experiments and hands on activities.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Bloomington Elementary needs to continue the issue of learning loss from the pandemic. The specific areas of needed attention are reading and math. Likewise, students need overall assistance with social emotional development.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Meetings and data analysis were conducted with the principal, teachers and auxillary staff.

2.2: Regular monitoring and revision

The plan will be monitored by administration and teachers on a regular basis. This will take place during the regularly scheduled PLC time.

2.4: Opportunities for all children to meet State standards

We have tutoring included in the Master Schedule for assistance during the day. We have Saturday Academy dates for additional support and tutoring. We have the LIFT grant that offers additional support and assistance to struggling readers. The LIFT grant also makes home visits to help bridge the gap, and build a culture of reading.

2.5: Increased learning time and well-rounded education

We continually meet for weekly PLC to discuss student growth, student challenges, and campus needs. We offer a variety of community and parent involvement activities to address the needs of the whole child. We schedule at least two field trips per grade level each year to help students apply their knowledge.

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

We utilize diagnostic programs and benchmarks to identify student needs. We meet to discuss data so that we can adjust tutoring and instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Conducted in August each year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Available to parents at the campus.

4.2: Offer flexible number of parent involvement meetings

We offer family meetings during the day, after school, and in the evening.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sally Horelka	Librarian	Title I	