

Bridge City Elementary Improvement Plan

2011-2012

October 17, 2011

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Bridge City Independent School District -- A progressive, Family/Community-supported educational system, is to provide a comprehensive, well-balanced instructional program in a safe learning environment to ensure the development of caring, responsible, productive graduates capable of contributing in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date	Signature
Kelly McBride	Principal	10-12	
Karen Warner	Teacher	10-12	
April Malagarie	Teacher	11-13	
Kara Brinson	Teacher	11-13	
Zadrienne Utterback	Parent	11-12	
Mary Dixon	Community Member	11-13	
Eric Andrus	Business Member	11-13	
Carrie Martin	Central Office Member	11-12	
Shally Watts	Special Education Member	11-13	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 26, 2011.

Participants in Attendance	Data Sources Examined
<i>Kelly McBride</i>	<i>AEIS RETENTION RATE DISCIPLINE REFERRALS ATTENDANCE DATA PARENT PARTICIPATION RECORDS HOMELESS DATA BENCHMARK TESTING DATA OLSAT TPRI GRADING/FAILURE REPORTS</i>
<i>Karen Warner</i>	
<i>April Malagarie</i>	
<i>Zadrienne Utterback</i>	
<i>Mary Dixon</i>	
<i>Shally Watts</i>	

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
Low reading comprehension	Istation reports , TPRI and benchmark data
Increasing attendance rates	Attendance reports
Continued implementation of RtI and inclusion	Program data, Istation, failure reports,PBMAS
ELL learners	Benchmark scores, grade reports, OPT
Low fluency rates	TPRI, istation

In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$91,791

Total FTEs funded through SCE at this District/Campus 5

The process we use to exit students from the SCE program who no longer qualify is:

- Student performance increase of 110% on TAKS after having failed TAKS previous year
- Student passes TAKS after having failed Pre K – 2 assessments
- Student no longer LEP
- Student no longer Homeless.

***Optional for Title I Schoolwide schools:
At Bridge City Elementary School State Compensatory Funds are used to support Title I initiatives.***

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3 – 5**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
All Students	95%	96%	96%	97%	95%	97%	95%	97%	98%	95%	95%	98%
Hispanic	92%	94%	96%	92%	94%	91%	86%	96%	96%	85%	94%	100%
Econ Dis	95%	95%	95%	97%	92%	95%	95%	96%	96%	97%	94%	97%

	Kindergarten TPRI 2010-11		First Grade TPRI 2010-2011		Second Grade TPRI 2010-2011	
	BOY	EOY	BOY	EOY	BOY	EOY
Percent of Developed according to Screening	55%	81%	75%	90%	72%	95%
Percent of student reading at Instruction or Independent Level	NA	NA	67%	96%	99%	99%
Percent of students reading at set fluency goals: 1 st grade – 60 wpm 2 nd grade – 90 wpm	NA	NA	7%	40%	10%	34%
Percent of Developed on Reading/Listening Comprehension	74%	80%	43%	75%	71%	87%

	PK	Kindergarten	First Grade	Second Grade
Percent on Tier 1 of istation overall reading	67%	66%	57%	77%
EOY Benchmark – Reading/ELA	NA	76%	65%	81%
EOY Benchmark - Math	NA	92%	79%	82%
EOY Benchmark - Writing	NA	NA	74%	75%

The comprehensive, intensive, accelerated instruction program at this campus consists of title programs, Voyager program that is used with RTI, and an ESL program.

Upon evaluation of the effectiveness of this program the committee finds that the above activities should continue and training be provided in order to provide teachers with strategies in classrooms to decrease gaps in learning and to assist special needs students – both behavior and instructional.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
State Programs/Funding Source
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program – Cooperative with Region 5</i>

Goal 1: (BCISD District Goal) Leadership – Academic Goal: BCISD will focus on TAKS/STAAR and EOC preparation by assuring that curriculum, instruction and benchmark tests are aligned to the appropriate assessments to the greatest extent possible.

OBJECTIVE 1: – Students will score above the aggregate average for all tests in districts similar to ours, as well as above like district averages in all areas.

Summative Evaluation: 90% of all students pass all portions of benchmark tests, including istation and end-of-year exams.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide targeted instruction for students who are at risk through the Title 1 and RTI reading and math program	2, 3, 7,9	Title Teachers Title Aides	Ongoing	Title 1 Funds SCE Funds	Improve six weeks grades and benchmark scores to 80% passing rate Reduce failure rate
Administer benchmark assessments throughout the year	1, 8	Teachers Title Tier II and III	Ongoing	Title 1 Funds SCE Funds	Produce data (cscope/istation) to help teacher drive differentiated instruction in ELA and math
Increase fluency rate and comprehension rate in grades 1 & 2	2, 3	Teachers Title Tier II and III	Ongoing	Fluency Probes	80% of students reach fluency goals – 1 st grade is 60 wpm; 2 nd grade is 90 wpm
Administer end-of year exams in reading, writing and math and use AWARE to enter scores	1,8	Ms. Mannino Principal Teachers	May	Benchmark test	90% passing rate for all students on benchmark exams
Use AR to increase comprehension skills	1,2,8,9	Principal, teachers	May	Star Reports AR student reports	Increased student performance on the AR Star test; students will earn AR points goals that are set by teachers grades 1st-2nd

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide student identification via data based tracking system/AWARE	2, 8	Assistant Principal At-Risk Coordinator Parent/students	Ongoing	Campus Guidance Program EDP Discipline	V.S.I. implements utilized; AWARE data will be used to drive instruction
Update At-Risk student student profile information	9	Title teachers Principal Counselor	August 2010	Title classes	At-risk students will show gains on benchmark tests
Disaggregate benchmark test results	8	Principal Grade level Chairs Teachers	Ongoing	AWARE Staff workday time	Data distributed annually to all faculty and reviewed by subject, test objective, and student sub-groups
Provide campus list of special needs students to required/necessary staff	2	Principal Counselor Diagnostician	August 2010	Special Ed Listing report	List supplied to teachers by Diag. along with modifications; instructional aides also assist in this process

Goal 1: (BCISD District Goal) Leadership – Academic Goal: BCISD will focus on TAKS/STAAR and EOC preparation by assuring that curriculum, instruction and benchmark tests are aligned to the appropriate assessments to the greatest extent possible.

OBJECTIVE 2: – Bridge City Elementary will focus on increased rigor and depth of instruction and assure that the appropriate scope and sequence is followed for student preparation.

Summative Evaluation: 100% of all teachers will use cscope curriculum for core instruction, utilizing cscope assessments and performance indicators.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for teachers in need of assistance.	3,4	Principal, Curriculum Dept.	Ongoing	Local Funds State Funds Title I Funds ESC's	Rigor will increase in classrooms as evident by walkthrough evaluations and benchmark data
All G/T teachers will master and add teaching strategies at higher thinking skill levels/depth and complexity	4	Asst. Super. Principal Department Chairs	Ongoing	In-service training and release time Campus training	All G/T teachers received certification. Upper level of Boom's is attained in lessons
Continue implementation of CSCOPE, and attend trainings to best serve our students through CSCOPE	2, 4, 7, 8	Curriculum Dept. Principal Teachers	Continually throughout the year	Title 1 Funds IDEA Funds CSCOPE tool	Increase student performance on benchmark tests.
100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.	3,4,5	Principal, Curriculum Dept. Mentor teachers	Ongoing	Mentor teachers	Increased student performance on benchmark tests; lesson plans will reflect higher order skills taught in classrooms
Enhance instructional in-service for staff serving ESL and inclusion populations.	3, 4	Asst. Super. Principal Grade level Chairs ESL teacher	Ongoing	Educational materials In-service time	Improve student performance on benchmark test and report card grades for subgroups: ESL/Spec ed.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Mentor Teacher Program will ensure new teachers are successful and will help to retain HQ teachers	4, 5	Principal Asst. Super. Department Chair	June 2010	Grade Level Chair	Class passing rates and benchmark grades will improve
Survey professional staff for instructional development needs	4, 5	Asst. Super. Principal	May	Educational, technology, professional development websites	Needs assessment will be developed and utilized by all staff

Goal 1: (BCISD District Goal) Leadership – Academic Goal: BCISD will focus on TAKS/STAAR and EOC preparation by assuring that curriculum, instruction and benchmark tests are aligned to the appropriate assessments to the greatest extent possible.

OBJECTIVE 3: – Bridge City Elementary will increase the daily attendance rate for all students to increase instructional time in order to promote mastery of curriculum.

Summative Evaluation: Student attendance will be 97% or better for the 2011-2012 school year.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor daily and weekly attendance rates of individual and all student groups and contact families of students not in attendance	2	Attendance Clerk Teachers Nurse Administration	Daily	Attendance Reports Phone, Mail, Black Board Connect or Personal Home Contacts	Attendance rate will increase to 97% or better
Initiate local court and law enforcement action to reduce truancy/absenteeism	2	Principal Asst. Principal District Attendance Officer	Ongoing	District Attendance Officer Communications city/Justice of the Peace Court	Decrease in campus truancy and unexcused absences
Implement a reward system both school-wide and in the classroom to encourage attendance	2	Principal Asst. Principal teachers	Ongoing	Activity funds	Attendance rate will increase to 97% or better

Goal 2: (BCISD District Goal) Leadership – Curriculum: Continue to investigate the feasibility of expanding and enhancing the current Career and Tech offerings of BCISD.

Objective 1: Students will acquire technology skills that will promote their learning and success through pk and elementary on to secondary and graduation.

Summative Evaluation: 100% of all students will have access to technology to increase skills that will help improve both reading and math concepts.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Computer lab aide will teach technology teks	1, 7, 8, 10	Computer teacher	ongoing	Learning.com	90% of students will master technology TEKS
Teachers will utilize the flex computer lab to increase student knowledge of core subject matter and technology skills	1, 7, 8	Principal teachers	ongoing	istation	90% of students will receive suggestion amount of time on program based on individual assessments.
Teachers will utilize technology to deliver lessons and provide practical experience for students that will promote their learning and success through pk and elementary on to secondary and graduation.	1,7, 8,10	teachers	ongoing	Smartboards Document cameras	100% of teachers will promote technology skills in their daily lessons.

Goal 3: (BCISD District Goal) School/Community Relations—Continue the practice of open communications between the school, the community, and the media. Promote BCISD through a variety of methods. Include marketing the district through various media, publications, and signage. Focus on district strengths, including students, staff, and academic and extra-curricular achievement.

Objective 1: By May 2011, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	100% of parents receive assessment results
Provide opportunities for parents to visit campus and interact with their students teachers	6	Principal Teachers Staff	Continually throughout the year	Title 1 Funds PTA Open House	Number of attendees at school functions will be 90% collectively throughout the year.
Use Blackboard Connect to communicate with parents more affectively	6	Principal Secretary Attendance Clerk	Continually throughout the year.	Blackboard connect system	At least 80% of parents receive alerts

Goal 4: All students in Bridge City ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2011 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be under 10% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in office referrals of fighting and reports of bullying.

Data 2010-2011	All Students
Discipline/Incidents	18 PEIMS Reports

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counsel and encourage students to report incidents of bullying	10	All staff	August-May	Developmental guidance program	Reduction in number of documented instances of student harassment and fighting
Counselor and teachers will utilize the Kelso's Choice – conflict management program	10	All staff	Ongoing	Kelso's Program	Reduction in number of office referrals
Staff members are aware of the protocol for suspected cases of sexual abuse and maltreatment of students	10	Principal Asst. Principal Counselor	Ongoing	Counselor Posting of CPS contact information	100% of teachers have been trained on how to report suspected cases of abuse or maltreatment of students.