

# Campus Performance Objectives 2014-2016

## Bill Burden Elementary Campus Improvement Plan Goals and Objectives

### "Passion To Excel"

Bill Burden Elementary will strive to exceed state satisfactory averages by nurturing the academic, social, and emotional growth in of each of our students.

#### **Objectives**

#### **Attendance Rate**

Exceed current or attain 97% student attendance rates for each student group.

	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2015-16</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>
<i>Goal 2014-15</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>	<i>97.0</i>
<i>Goal 2013-14</i>	<i>96.5</i>	<i>96.5</i>	<i>96.5</i>	<i>96.5</i>	<i>96.5</i>
Actual 2012-13	97.1	97.1	95.7	96.6	97.1
Actual 2011-12	97.2	97.1	96.4	96.5	96.9

Provide recognition and/or incentives for students that have maintained perfect attendance, as well as to classes that have the highest weekly attendance.

## STAR Early Literacy

Increase the percentage of Second Grade students who achieve at or above 90% (Probable Reader) by the end of the first semester.

	Second Grade			
<i>Goal 2016</i>	<i>96.5</i>			
<i>Goal 2015</i>	<i>96</i>			
Actual 2014	94.8			
Actual 2013	94.8			
Actual 2012	92			

At least 75% of 2nd grade students will read 90+ words per minute correctly on the 2nd grade level by the end of the school year.

	Second Grade			
<i>Goal 2016</i>	<i>77.5</i>			
<i>Goal 2015</i>	<i>77</i>			
Actual 2014	71			
Actual 2013	76			
Actual 2012	66			

## STAAR Reading 3rd/4th, Math 3rd/4th, and Writing 4th

### Goal Statement Satisfactory Performance

<b>3rd Reading</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	93%	85%	85%	90%	85%
<i>Goal 2016</i>	92%	80%	80%	88%	80%
<i>Goal 2015</i>	91%	78%	78%	85%	78%
Actual 2014	90%	75%	76%	83%	75%
Actual 2013	90%	83%	64%	82%	*
<b>3rd Math</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	92%	80%	85%	85%	*80%
<i>Goal 2016</i>	91%	78%	80%	83%	*70%
<i>Goal 2015</i>	90%	75%	78%	80%	*60%
Actual 2014	88%	73%	76%	78%	*
Actual 2013	82%	69%	64%	63%	*
<b>4th Reading</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	90%	85%	80%	81%	*80%
<i>Goal 2016</i>	88%	80%	70%	77%	*70%
<i>Goal 2015</i>	85%	78%	60%	75%	*60%
Actual 2014	83%	75%	56%	66%	*
Actual 2013	79%	71%	73%	80%	*
<b>4th Math</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	91%	80%	80%	80%	*80%
<i>Goal 2016</i>	90%	70%	70%	70%	*70%
<i>Goal 2015</i>	85%	60%	60%	60%	*60%
Actual 2014	80%	57%	50%	51%	*
Actual 2013	80%	68%	80%	78%	*
<b>4th Writing</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	91%	81%	85%	81%	*80%
<i>Goal 2016</i>	90%	77%	80%	77%	*70%
<i>Goal 2015</i>	88%	75%	78%	75%	*60%
Actual 2014	86%	70%	75%	66%	*
Actual 2013	78%	71%	67%	75%	*

Goal Statement All Grades Advanced Performance					
<b>Reading</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	35%	30%	15%	30%	*15%
<i>Goal 2016</i>	30%	25%	12%	25%	*12%
<i>Goal 2015</i>	27%	20%	10%	15%	*10%
Actual 2014	25%	14%	*	10%	*
Actual 2013	*	*	*	*	*
<b>Math</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	35%	30%	15%	30%	*15%
<i>Goal 2016</i>	30%	25%	12%	25%	*12%
<i>Goal 2015</i>	25%	22%	10%	10%	*10%
Actual 2014	23%	19%	*	8%	*
Actual 2013	*	*	*	*	*
<b>Writing</b>	All	Hisp	SpEd	Eco Dis	ELL
<i>Goal 2017</i>	25%	*15%	*15%	*15%	*15%
<i>Goal 2016</i>	20%	*12%	*12%	*12%	*12%
<i>Goal 2015</i>	15%	*10%	*10%	*10%	*10%
Actual 2014	10%	*	*	*	*
Actual 2013	*	*	*	*	*

**School Safety, Violence Prevention**

Continue to evaluate incident and referral data in Educator's Handbook to reduce referrals, pinpointing interventions based on the data, to promote a nurturing environment for students and staff through the continued use of PBIS.

Yearly evaluate the the School Crisis Plan, using the local fire department, to prevent, prepare for, and/or respond to school emergencies with monthly fire drills and two per semester bad weather and lockdown drill scenarios.

Provide weekly character education and leadership opportunities for students such as, morning announcements, hall heroes, classroom skits, character heroes.

Monthly review PBIS and referral data to identify needs to help pinpoint conflict resolution strategies for classrooms, striving to reduce the number of referrals.

Continue to use the HS mentors to model healthy social and behavioral skills in classrooms.

**Parent Involvement**

Continue the monthly opportunities for meaningful parent and community involvement by providing special programs and events both during and after regular school hours.

Continue to use parent and community volunteers by recruiting and supporting parent volunteer coordinators, and by utilizing parents on CIC, SHAC, Reading Lab, and Title 1 advisories.

Continue to provide information in the home language and ensure parents know how to access an interpreter when necessary.

Increase the use of School Messenger and Parental Access to increase parental awareness of school.

Continue publishing and providing monthly school newsletters along with weekly/biweekly grade level newsletters in the Parent Resource center and on the website.

Use Friday Morning Meeting skits to demonstrate for parents how we promote character education, encouraging them to work as partners in character development.

**Special Education (SPED)**

Ensure students, taking STAAR, STAAR A, and STAAR Alt in the core subjects areas meet or exceed state satisfactory standards.

All BBES staff will demonstrate knowledge of district Special Education Programs and BBES Tier I, II, and III intervention programs (RTI) to ensure compliance and BBES program effectiveness.

Analyze screenings, diagnostics, benchmark, and classroom-based instructional assessment results at least 3 times a year, to identify students in need of interventions.

**Gifted and Talented (GT)**

Provide yearly training opportunities for teachers in differentiated instruction and accelerated learning techniques that will be implemented in the classroom as to provide enrichment activities for higher performing students.

In accordance with the LHISD staff development plan, all current BBES teachers will be certified in gifted and talented education or receive 30 clock hours of GT staff development and within two years of employment.

In order to qualify for an exemplary program, all BBES teachers will have at least 6 hours in training of the Nature and Needs of Gifted Students every year.

**English as a Second Language (ESL)**

All ELL students will increase their levels/rating on the spring testing in oral language proficiencies.

Ensure that the proficiency rate on STAR Early Literacy and STAAR for all students receiving services through the ELL program is comparable to all other BBES students.

All LEP students will increase their levels/rating on all parts of the TELPAS test.

All LEP students will show measurable gains on the STAAR Reading and Writing test.

In accordance with the LHISD staff development plan, all current BBES teachers will be certified in ESL within two years of employment.

**Dyslexia, Reading, and Math Intervention**

Continue to provide assessment, identification, and instructional support for students identified as dyslexic, as well as support students with dyslexic tendencies through RTI.

Ensure that the passing rate on the STAAR Reading and Writing tests for all students identified as dyslexic is comparable to all other BBES students.

Provide training once per semester to all teachers in reading strategies to support students with dyslexia and dyslexia tendencies.

Maintain the use of the district dyslexia handbook that delineates procedures for identification.

Utilize Lexia, ORF, MBSP, STAR, and other available testing to progress monitor and identify area of need.

Provide reading intervention using Basic Language Skills, LE, Rewards, Read Naturally, Lexia, SRA, LLI, Multi-Sensory Grammar, and Guided Reading.

Provide Reading Intervention strategies using a specialist to model and practice with both staff and students.

Coordinate efforts through the Intervention Team with 504, SpEd., Title 1, and Reading Interventionist to enhance student progress.

Utilize Guided Math, SRA, Math Facts in a Flash, Think Through Math, and Reasoning Minds to increase student performance within targeted student groups.

Coordinate efforts through the Intervention Team with 504, SpEd., Title 1, and Math Interventionist to enhance student progress.

**Safe and Drug Free Schools**

Capturing Kids Hearts, PBS, Kelso, and 40 Developmental Assets will help staff develop relationships with students, and routines that promote healthy social interactions.

**Career Information and Character Education**

Continue to provide age-appropriate career awareness information.

Continue to implement a character education program.

**Homeless**

Identify students meeting the definition of homeless and provide needed support.

Review yearly with all staff the characteristics and educational needs of homeless students. Review yearly with receptionists and office staff on enrollment procedures and identification of homeless students.

**Highly Qualified Teachers**

Implement good hiring practices and coordinate professional development to maintain 100% of teachers at BBS meet the highly qualified standard.

Use the PLC model and continuing professional development to increase teacher expertise in research based best practices in