

**Bee Cave Elementary School
Lake Travis Independent School District
Campus Improvement Plan
2009-2010**



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Mission Statement

Bee Cave Elementary is a school where everyone is loved, honored, and challenged.

All individuals are encouraged to be creative, productive, compassionate, and successful learners.

The mission of the Lake Travis Independent School District is to educate all students by teaching a comprehensive curriculum that emphasizes scholastic excellence.

The District will serve as a model of educational excellence by making use of the combined skills of students, teachers, support staff, involved parents, and citizens through the efficient use of resources.

Our graduates will have life-long problem-solving skills. They will understand that responsibilities accompany the privileges of citizenship and will have the foundation to be successful in their chosen endeavors.

Planning and Decision Making Committee

Name	Position
Janie Braxdale	Principal, Chair
Michele Haley	Teacher
Karen Metcalfe	Teacher
Heather Hamblin	Teacher
Kathleen Porterfield	Teacher
Stan Alonzo	Teacher
Juanita Worthy	Teacher
Diane Tilley	Teacher
Holly Morris-Kuentz	District Administrator
Becky Siddons	Parent
Sara Calaway	Parent
Scott Harger	Parent
Kristal Cohle	Non-teaching Professional
	Community Member
Christina Dubes	Business Representative

2009-2010 Needs Assessment

TAKS Data:

2008-2009	Reading	Writing	Math	Science
All Students	99% (227)	95% (80)	99% (225)	95% (60)
commended	64% (146)	43% (34)	69% (156)	70% (42)
Hispanic	96%	100%	100%	100%
White	99%	94%	98%	98%
Econ. Dis.	94%	89%	100%	100%

K-2 Achievement:

Early Reading Inventory Data 2008-2009

# of students not on grade level:	Kindergarten	1 st Grade	2 nd Grade
Beginning of year	16	29	23
End of year	10	6	11

Attendance

97.5%

Discipline Data:

of referrals: 71

of students referred: 42

of bus referrals: 79, Repeat offenders 17

New teachers (2008-2009):

K	1 st	2 nd	3 rd	4 th	5 th	GT	Sped
				1			1

Volunteer hours:

12,181 hours, 26 volunteers with 100+ hours

2009-2010 Campus Improvement Plan

I. Student Achievement:

Increase academic achievement for all students while closing the gap between student populations in pursuit of exemplary performance at the state and national levels.

Campus Goal: Increase academic achievement for all students while closing the gap between student populations (White, Hispanic, and Economically Disadvantaged) to maintain exemplary status through the Academic Excellence Indicator System (AEIS), including Gold Performance Acknowledgements in Reading, Writing, Math and Science.

Performance Objectives:

- A. 98% of BCE students will meet or exceed state and local performance standards in Reading, Writing, Math, and Science
- B. 95% of BCE K-2nd grade students will meet or exceed state and local TPRI performance standards in Reading and 95% of BCE 1st graders will read on grade level at the end of the year (on the DRA)
- C. Commended performance will increase by 5 percentage points in all subject areas
- D. Increase the number of Gold Performance Acknowledgements to include all content areas including Science.

Obj	Activity	Person Responsible	Status
A	Create individual intervention plan for at risk students using data (previous TAKS, Benchmarks, unit tests, TPRI, and DRA data). Review quarterly	Principal, Instructional Staff, Counselor	
B	Use Universal Screening Assessments to establish baseline data and identify students in need of intervention.—Math and Reading	C.O. Committee, Principal, Counselor	
C	Continue to provide training to teachers about curriculum based assessments and	Principal, Counselor,	

	progress monitoring tools (A 4 L Intervention Process)	A4 L Team	
D	Create a plan to assist teachers in entering students in AIMSWeb Data (beginning of year)	Instructional Staff, Principal	
E	Provide targeted Accelerated Reading Instruction (ARI) and targeted Accelerated Math Instruction (AMI) for intensive pullout instruction 3-4 days per week to identified students	Principal, Reading specialists, Instructional staff	
F	Provide small group interventions in classroom during TEAM Time and after school tutoring	Principal, Instructional staff	
G	Determine individual students' strengths and learning styles	Instructional staff	
H	Continue use of campus "experts" on intervention strategies-dyslexia, assessment, special ed, speech through the RtI / A 4 L process	Principal, Counselor, A4L Team	
I	Use District benchmarks results to review test taking strategies with students	Instructional staff	
J	Continue to explore use of TEAM Time for higher level learning activities such as independent study challenges and student book clubs (3 rd -5 th Grades)	Instructional Staff	
K	Hold Camp Write Along for all fourth grade students to experience a week of immersion in the writing process and review strong writing practices	Principal, 4 th grade teachers	
L	Incorporate 6+1 Writing strategies as part of a comprehensive instructional writing plan		
M	Provide students opportunities to	Principal,	

	experience hands-on science learning in lab experiences in the classroom and/or the science lab (K-2: minimum 3 experiences per nine weeks; 3-5: minimum 6 experiences per nine weeks)	Instructional staff	
N	Provide daily focused, systematic instructional time for developing reading strategies that focus on decoding unfamiliar words, fluency building, acquiring vocabulary and word analysis, and building comprehension skills through a variety of texts fiction and non fiction.	Principal, Instructional staff	
O	Use the Daily 5 structure to help students develop independent reading habits and ensure small group targeted instruction for every student (1 st -2 nd grades)		
P	Use data reports (from TPRI) for grouping and intervention plans and grade level instruction. (M CLASS) (K-2 nd grades)	Principal, K-2 teachers, Reading specialists	

General Comments:

II. Community Investment and Support:

Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Campus Goal: Students and parents will feel welcomed and valued as part of the Bee Cave Elementary Learning Community.

Performance Objectives:

1. 98% parent satisfaction as indicated through surveys
2. 90% PTO membership

Obj	Activity	Person Responsible	Status
A	Maintain current, relevant web site including up to date calendar information and accurate teacher web pages	Principal, Campus Technology Assistant, Instructional staff	
B	Continue implementation of Bobcat Bulletin- electronic e-news; add PTO component	Principal, Campus Technology Assistant	
C	Implement grade level websites to communicate ongoing learning objectives. Explore use of websites as instructional tools.	Grade-level Team Leader and Tech Mentor, Campus Technology Assistant	
D	Continue use of the family folder system and Efolders to reduce paper use and efficiently communicate with parents	Principal Campus Registrar, Instructional	

		Staff	
E	Communicate with parents through grade level curriculum events.	Principal, Team Leaders, Instructional Staff	
F	Participate in campus-wide outreach fund raiser	Counselor P E Teacher	
G	Use Student Council members to conduct Holiday Canned Food / Toy Drive and other campus outreaches including recycling efforts	Student Council Sponsors	
H	Encourage all campus staff to join PTO	Principal	
I	Assist PTO in membership drive through announcements at Friday assemblies, principal monthly communication, and marquee	Principal	
J	Share PTO successes in Bobcat Bulletin	Principal	

General Comments:

III. Curriculum:

Develop, implement, assess, and support full implementation of a high quality, vertically aligned curriculum that exceeds the state’s TEKS* requirements by enhancing and utilizing research-based best practices from across the state and nation.

*Texas Essential Knowledge and Skills

Campus Goal: Develop, implement, assess, and support full implementation of a quality, TEKS based, vertically aligned curriculum that reflects and utilizes “best-practice” strategies.

Performance Objectives:

- A. 100% of BCE teachers will participate in campus curriculum refinements through vertical and horizontal teams
- B. 100% of BCE classroom teachers will participate in campus vertical study of Writing TEKS and best practice writing instruction
- C. 100% of BCE teachers will know and understand grade level technology TEKS and Tech Standards
- D. 100% of BCE teachers will utilize Curricuweb when planning lessons

Obj	Activity	Person Responsible	Status
A	Review past TAKS performance patterns to determine instructional strengths and areas to address	Principal, Instructional Staff	
B	Work to vertically align writing instruction K-5; including writer’s workshop, the writing process and 6+1 Writing Traits	Principal Instructional staff	
C	Conduct campus professional development in technology	Principal, Campus Technology Assistant	

D	Devote one faculty meeting per month to share technology integration in the classroom, instructional and teacher websites	Principal, Instructional Staff, CTA	
E	Explore options for systematic keyboarding instruction (K-5 th)	Principal, Instructional Staff, CTA	
F	Explore use of computer labs through flexible scheduling (one lab) and fixed scheduling (one lab) to ensure weekly use of lab by every class as well as ensure lab availability for seamless integration of technology driven assignments	Principal Instructional Staff Campus Technology Assistant	

General Comments:

IV. School Environment: (Chapter 37 / Discipline - Law and Order)

At all campuses and District facilities, provide an educational environment that reflects a commitment to safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Campus Goal: Provide an educational environment that reflects a commitment to safety, security, orderliness, and high standards of citizenship among students, staff, community, and visitors.

Performance Objectives:

- A. 10% decrease in student referrals
- B. 10% positive increase in parent/student/teacher perception about bullying
- C. 20-30 students identified for participation in Student Council leadership opportunities (4th-5th grades)

Obj	Activity	Person Responsible	Status
A	Provide guidance lessons (K-5)-- discussions on Six Pillars fo Character and Conflict resolution	Counselor	
B	Incorporate Character Counts-Six Pillars of Character into discipline procedures (discussions, office referrals, lunch/recess detention, bus referrals...)	Principal, Counselor, Instructional Staff	
C	Provide small group guidance classes to address short term immediate needs	Counselor	
D	Share campus agreements to bus drivers so that they can begin to use the same language with the students	Principal	
E	Integrate campus agreements through everyday classroom experiences and activities such as journal writing, community circle, class discussions..	Principal Instructional Staff	
F	Reinforce campus agreements and Six pillars of Character through teacher/grade level websites	Principal Instructional Staff	
G	Share strategies for intensifying understanding of the	Principal	

	agreements in faculty meetings	Instructional Staff	
H	Explore systematic use of life skills to reinforce and clarify student behavior expectations through Character Counts-Pillars of Character	Principal Counselor Life skills committee	
I	Address bullying/ friendship issues in a proactive plan through guidance classes	Counselor	
J	Student Council officers and sponsors attend Student Council Leadership Training	St. Council Sponsors	
K	Continue student council recycling program	Principal St. Council Sponsors	
L	Monitor student council representatives' behavior to determine if they are campus leaders and communicate concerns with the student council sponsors.	St. Council Sponsors 4 th , 5 th grade teachers	

General Comments:

V. College and Career Readiness (P-16)

Develop program initiatives and activities that reflect a commitment to preparing students for educational pursuits beyond their traditional Lake Travis ISD experiences.

Campus Goal: Develop program initiatives and activities that reflect a commitment to preparing students for their educational pursuits beyond their traditional LTISD experience

Performance Objectives:

- A. 2% increase in attendance rate
- B. 100% student participation in Career Day
- C. 100% of 5th graders develop personal wellness plan by end of year

Obj	Activity	Person Responsible	Status
A	Communicate the importance of regular attendance through campus publications and e-news, website	Principal	
B	Conduct daily follow-up calls to student's home to determine reason for absence and obtain a written excuse for absences; mail letters to parents to inform them of accumulated absences at regular intervals.	Principal, Registrar, Instructional Staff	

C	Announce perfect attendance and no tardies (homeroom) during Friday assemblies	Principal, Team Leaders	
D	Partner campus nurse, counselor, and P.E. teacher with classroom teacher to design and present various health/wellness lessons to all students	Nurse, Counselor, Instructional staff	
E	Assist 5 th grade students in designing a personal wellness plan before graduating to middle school	Nurse, Counselor, 5 th grade Teachers, P E teacher	

General Comments:

VI. Highest Quality Staff

Recruit, hire, develop, and retain the highest quality faculty and staff.

Campus Goal: Develop and maintain a high performing team of teachers, para-educators and other staff members

Performance Objectives:

- A. 100% of BCE teachers will participate in campus and district professional development that focus on curriculum and instructional strategies and drives continuous improvement
 - a. Technology
 - b. Writing
 - c. Character Counts
 - d. SIOP

Obj	Activity	Person Responsible	Status
A	All teachers will participate in campus based technology training	Principal	
B	Provide “Tech Tuesday” lessons for teachers during their Grade Level planning period (4 per semester)		
C	Classroom teachers will participate in vertical planning of writing instruction	Principal, 3 rd and 4 th grade teachers	
D	Participate in training for 6+1 Traits in the writing process	Principal, 4 th grade teachers	
E	Counselor and teacher will attend Character Counts Trainer of Trainers	Counselor, Classroom	

	workshop (Summer 2009)	Teacher	
F	Train staff in Character Counts process to enhance school wide character education focus	Counselor, Classroom Teacher	
G	Attend training on providing a concrete structure to plan and implement sheltered instruction in the content areas for second language learners (SIOP) (Oct. 26, 2009)	Principal, C & I Dept. Instructional Staff	
H	Involve para-educators in campus professional development opportunities	Principal	

General Comments: