

Allen Independent School District
Bolin Elementary
2018-2019 Campus Improvement Plan



BOLIN BLAZERS

Mission Statement

Bolin Elementary strives to empower students to realize their strengths to fuel their passion for life-long learning.

Vision

Blaze your own trail.

Value Statement

At Bolin Elementary we believe...

- Every student is unique and will be provided with opportunities to be successful learners and citizens of our community.
- We are a family of dedicated, diverse, and passionate educators who work collaboratively to insure success for all.
- We believe in an environment where students, staff, and community feel supported and respected to reach their highest level of achievement.
- Family involvement provides a shared commitment to ensure students reach their highest potential.
- We believe that strong communication within the community and school supports positive relationships and high academic achievement.
- We believe in using research-based, best practices to provide students rigorous, authentic instruction.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bolin Elementary is an 18 year-old neighborhood school that is a K-6 campus in Allen ISD. Bolin is a diverse K-6 elementary campus with Allen ISD. The current student enrollment is: 10.35% Hispanic, 53.9% White, 14.79 African American, 14.97 Asian, .37% Pacific Islander, and .18% American Indian/Alaskan. Our current enrollment is at 567. 272 Female and 295 Male students. Our enrollment has been declining slightly over the past few years. In previous years our enrollment was at 587, 631 and 681 respectively.

Demographics Strengths

Bolin Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. Students at Bolin Elementary are very accepting of new students regardless of race or ethnicity.
3. Student to teacher ratio at Bolin Elementary is as follows: Kindergarten: 20/1, First Grade: 16/1, Second Grade: 20/1, Third Grade: 21/1, Fourth Grade: 17/1, Fifth Grade: 24/1, and Sixth Grade: 22/1

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bolin student tardies have increased since the twenty minute flex time in the mornings.

Student Achievement

Student Achievement Summary

For the 2018 accountability rating Bolin Elementary Met Standard in all areas, Student Achievement, School Progress, and Closing the Gaps.

Student Achievement Strengths

A thorough analysis of Bolin Elementary student achievement reveals the following areas of strength:

- Bolin Elementary received a rating of Met Standard in the state accountability.
- Third grade STAAR Reading results were at 84% and Math results were at 89%.
- Fourth grade STAAR Reading results were at 87%, Math results were at 91% and Writing results were at 82%.
- Fifth grade STAAR Reading results were at 89%, Math results were at 87%, and Science results were at 82%.
- Sixth grade STAAR Reading results were at 88% and Math results were at 90%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Bolin subpop of Special Education exhibits low STAAR performance levels compared to the general education group.

School Culture and Climate

School Culture and Climate Summary

As a campus we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. Bolin Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission to empower students to realize their strengths to fuel their passion for life-long learning is accomplished through collaboration among staff, parents, students, and community members.

School Culture and Climate Strengths

Bolin is a welcoming and inclusive campus. Most staff members feel supported by administration and their coworkers. Teachers work to build relationships with their students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Bolin CNA results show that there is an occasional gap in communication between the staff and PTA.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Bolin Elementary met the federal and state highly qualified requirements resulting in students being surrounded by staff that holds high expectations for learning. Instructional coaches have been a huge success and support to our teacher this year. In addition, our PTA and administrators celebrate and support our staff regularly.

Staff Quality, Recruitment, and Retention Strengths

- Bolin teachers have a lot of curriculum support.
- The Bolin Elementary staff values staff development and seeks opportunities to participate in staff development outside of what the district requires.
- 100% of the staff is highly qualified.
- 100% of the staff has participated in professional development activities this year.
- Bolin Elementary has a 99% retention rate of teachers for the past 5 years.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Bolin student enrollment of students with severe behaviors has increased and our staff lacks training in these areas. **Root Cause:** Two PAS programs have been added to Bolin in the past year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement. Core SIT meets weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessment decisions. During professional development, vertical teaming, grade level planning, Core SITs, and data talks, instructional activities are aligned with student learning needs and expected outcomes for achievement.

Curriculum, Instruction, and Assessment Strengths

Bolin Elementary as a whole is performing significantly higher than the state average in percentage of students approaching or above. The curriculum shows to be effective for most students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The success rate and growth in Bolin Elementary Special Education students is significantly lower than other populations and shows limited growth from 2017-2018.

Parent and Community Engagement

Parent and Community Engagement Summary

We are continuing to increase efforts to communicate with families and community stakeholders. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas. Bolin has strong involvement of our families and communities. We have communication through a variety of formats. There are also multiple volunteer opportunities and to give feedback.

Parent and Community Engagement Strengths

- Frequent opportunities for parental involvement- PTA, WatchDOGS, Parent Newsletter from PTA and grade levels, classroom volunteers, campus volunteers
- Robust social media presence provides up-to-date information for parents and the community- Twitter, PTA Facebook, Grade Level Facebook accounts
- Continue Parent Learning Nights for Math/ELA
- Multiple PTA family events
- Community Service projects with ACO- toy drive and food drive
- Veteran's Day Celebration
- Annual Back to School Parade
- Monthly meeting with PTA president
- Lattes with Leadership and new parents
- Continue Annual Senior Social

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Bolin offers limited opportunities for the families and our community to get involved in the academic setting.

School Context and Organization

School Context and Organization Summary

Parents, teachers and students at Bolin Elementary take pride in our school and the school's reputation of success. The perception of Bolin Elementary is that it is a safe and positive environment with a strong focus on academic excellence. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices as well as building social character.

School Context and Organization Strengths

- Formal leadership is structured through Academic Team and Operational Team reps from each team
- Informal leaders emerge through Trainer of Trainer opportunities, committee membership, special events, and PTA staff reps
- Teachers have a voice in decision making through A and O Team input, surveys, and an open door policy with admin.
- The master schedule is created to maximize instructional time at every grade level
- Instruction time is protected from unnecessary interruptions through Blazer Time/Day, AM Blazer Rallies once a month, limited use of the all-call system, restricted calls to the classroom, PTA programs and field trips that are tied to specific TEKS
- Various activities to choose from after school: jogging club, STEAM club, Green Team, Yearbook Committee, Destination Imagination, UIL, Homework Club (6th Grade), Leadership Team
- Duty rosters are determined by administrators based on availability. Classroom teachers do not have morning duty, only afternoon dismissal duty.
- Two admin interns this year.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Bolin has limited opportunities for new staff members to get involved.

Technology

Technology Summary

- Bolin Staff and Students have the desire and willingness to use technology and move in the direction that the district wants to go. There is a great desire for more devices with the ultimate goal being to get a 1:1 ratios of devices to students.

Technology Strengths

- Upper grades use the laptops more frequently than the ipads
- Teachers are using the technology to enhance the lesson more frequently rather than just using using it for games
- K, 1, grades each have their own ipad carts
- 3rd/4th share an ipad cart
- 5th/6th share an ipad cart
- 3rd, 4th, 5th, & 6th have one laptop cart each - housing 30 in each cart
- 30 desktops in the computer lab
- 6 desktops in the library
- Each teacher has an ipad
- Technology specific staff development was provided at the beginning of the year
- Mrs. Cook trained classes and teachers on the green screen app during Makerspace sessions
- Mrs. Cook also trains 6th grade classes on iMovie
- Teachers do well when they are able to see a technology lesson modeled before trying it on their own

Problem Statements Identifying Technology Needs

Problem Statement 1: Bolin elementary has multiple grade levels that are required to share limited devices making it a challenge to fully implement technology in every classroom everyday.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Bolin Elementary will provide various opportunities for teachers to gain individualized professional growth.

Evaluation Data Source(s) 1: T-Tess, EOY Goal setting conference

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Bolin Elementary will utilize video recording to foster coaching conversations, self reflection and improve instruction.	Administrators Instructional Coaches	Staff feedback BOY and EOY T-Tess Goal setting conferences				
2) Bolin Elementary instructional coaches will meet with teachers to foster coaching conversations, self reflection and improve instruction.	Instructional Coaches Teachers	Staff feedback, T-Tess goals				
3) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	AIM teacher, Administrators	Improvement in district and state assessments				
Funding Sources: Gifted/Talented - 15000.00						
4) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	ESL teachers, administrators	Improvement in district and state assessments				
Funding Sources: ESL - 10000.00, Title III - 1400.00						
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	SSI teacher, SEI tutor and paraprofessionals, administrators	Improvement in district and state assessments				
Funding Sources: Comp Ed - 125000.00, School Excellence Initiative - 6000.00						
6) Provide weekly opportunities for teachers to content plan with Instructional Coaches.	Instructional Coaches Teachers Administrators	Staff feedback, T-Tess goals				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Bolin Elementary will increase our percentage in Special education Reading to meet the state target rate.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Bolin Elementary will utilize the Instructional Coaches and SPED Instructional Specialist to review data and lesson plans with the resource teachers.	Instructional Coaches, SPED Instructional Specialist, Administrators, resource teachers					
2) Bolin Elementary will conduct on-going conversations in regards to best practice.	Academic team, administrators					
3) Provide supplemental learning experiences and services for special education students to support individual learning and needs.	SPED teachers and aides, administrators	Improvement in district and state assessments				
Funding Sources: Special Education - 325000.00						
4) Provide monthly (Get Connected with SPED) opportunities for General Ed teachers to meet with SPED teacher to review student progress.	Teachers Administrators	Improvement in district and state assessments				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: Bolin Elementary will continue to build a positive campus and community culture through community partnerships, family engagement, building capacity within the staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Bolin Elementary will conduct electronic surveys to gather feedback in the fall and spring.	Administrators, Library Media Specialist, Campus Tech	Survey Results				
2) Bolin Elementary will conduct on-going conversation in regards to campus culture and climate.	Operations Team, administrators					
3) Bolin Elementary will host a new families to Bolin coffee with administrators.	administrators					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: Bolin Elementary will provide training to staff and students in order to enhance instruction through the use of technology.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Bolin Elementary will provide on going training in the area of technology.	Library Media Specialist	Staff feedback and usage				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Bolin Elementary will utilize the Instructional Coaches and SPED Instructional Specialist to review data and lesson plans with the resource teachers.
1	2	2	Bolin Elementary will conduct on-going conversations in regards to best practice.

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$6,000.00
Sub-Total					\$6,000.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental instructional support and resources		\$125,000.00
Sub-Total					\$125,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,400.00
Sub-Total					\$1,400.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental instructional support and resources		\$15,000.00
Sub-Total					\$15,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental instructional support and resources		\$10,000.00
Sub-Total					\$10,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplemental instructional support and resources		\$325,000.00
Sub-Total					\$325,000.00
Grand Total					\$482,400.00