

**Campus Improvement Plan
2016-2017**

Elementary/Intermediate Campus: Bush Elementary

Rating: Met Standard

Goal 1: Student Achievement and Post-Secondary Success

Bush Elementary School will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Master Rigorous Academic Standards

- *Index 1: Student Achievement* All subjects; all students meet STAAR satisfactory standard.
- *Index 2: Student Progress* Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress
- *Academic Achievement Distinction Designation (AADD) indicator in Reading, Writing, Math, and Science.*
K-8: Based on performance in top quartile for 50% of measures; HS: Based on performance in top quartile for 33% of measures
- *Greater than Expected Growth (AADD Indicator) in Reading and Math*
- *Top 25% Distinction, Top 25% of campus comparison group in Student Progress for Index 2*

Close the Performance Gap

- *Index 3: Closing Performance Gaps* All subjects; eco dis and up to two of the lowest performing racial/ethnic group(s) from the previous year; weighted performance rate (Level II and Level III)
- *Top 25% Distinction: Top quartile of campus comparison group in performance on Index 3*

Successful Completion of High School

- *Index 4: Post-secondary Readiness* STAAR % met final level II standard on two or more tests, all students, 7 race/ethnic groups, combined over all subject areas.
- *Postsecondary Readiness Distinction*

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS –Index1: STUDENT ACHIEVEMENT, Index 2: STUDENT PROGRESS CLOSE THE ACHIEVEMENT GAP, and INDEX 3: CLOSING PERFORMANCE GAPS	
INDEX 1: STUDENT ACHIEVEMENT OBJECTIVE	<p>Index 1: Student Achievement In 2015-2016, 96% of All students combined over all subject areas met Level II standard. In 2021-2022, 100% of All students combined over all subject areas will meet Level II performance standard on STAAR. The 2016-17 incremental progress will be 98% met Level II standard. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Level III) in Reading, Writing, Math, Grade 5 Science Increase Attendance Rate from 96.8% to 98%
INDEX 2: STUDENT PROGRESS OBJECTIVES	<p>Index 2: Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress <i>Campuses will ensure academic progress of each individual student and all student groups. Ten student groups (All, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and 2 or more races), Students with Disabilities and ELLs will meet student progress.</i> In 2015-2016, the Index 2 Score was 54. In 2016-2017, the Index 2 Score will be 60. <i>Distinctions:</i></p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading and Math. • Will meet AADD indicator for greater than expected growth in Reading and Math.

READING Strategies	READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Train and implement the Benchmark Assessment System in K- 2nd grades. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students. • Address rigor in the differentiated literacy classroom in grades K-6 for vertical alignments of Tier I best practices. • Provide additional staff development in Guided Reading using data from the BAS.
WRITING Strategies	WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-6 classroom in both fiction and nonfiction. • Address the vertical alignment of Writing Workshop Model supported by the Units of Study in Writing by Lucy Calkins for grades K- 6 for fidelity and integration of higher level thinking practices. • Explicitly teach grammar and conventions within the context of the CISD READS Writers' Workshop model. • Provide additional professional development for fourth grade teachers on using the TEA rubric to score benchmark writing to provide feedback in preparing students for the STAAR.
MATH Strategies	MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Provide staff development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items. • Provide strategies and staff development in the use of age appropriate algebra readiness skills as part of CISD Solves Math Structure. • Provide staff development in the area of guided math. • Ensure that we are building a growth mindset for all students in regards to math learning. Value mistakes in the classroom and help students understand everyone can do math.
SOCIAL STUDIES Strategies	SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! /Social Studies Alive!</i> • Continue integrating content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Continue implementing the Interactive Student Notebook K-4. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens. • Design units based on enduring understandings that answer essential questions. • Ensure that teachers plan and implement social studies lessons based on the district scope and sequence CISD Remembers.
SCIENCE Strategies	SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Ensure that teachers plan and implement TEKS aligned science lessons using the 5-E lesson model (engage, explore, explain, elaborate, and evaluate). • Improve science vocabulary using Marzano's Six Step Process for Building Academic Vocabulary and science word walls in elementary and secondary classrooms. • Implement collaboratively developed science common assessments with TEKS aligned questions that assess at a high level of cognitive complexity. • Continue utilizing a science interactive notebook as part of the learning process.
INDEX 3: CLOSING PERFORMANCE GAPS OBJECTIVES	Index 3: Closing Performance Gaps All subjects; Eco Dis and 2 lowest performing racial/ethnic groups from the previous year; weighted performance (Level II and Level III) In 2015-2016, the Index 3 Score was 57 and included the student groups of Eco Dis, Hisp, and White. In 2016-2017, the Index 3 Score will be 65 and include the student groups of Eco Dis, White, and Hisp. <i>Distinctions:</i> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps

<p>Program Focus Strategies</p>	<p>Special Populations</p> <ul style="list-style-type: none"> • Provide intensive, systematic tutoring for identified at-risk students during the school day. • Provide mentors to targeted at-risk students. • Students will be provided with academic enrichment to focus on their areas of need for 30 minutes during the school day. • Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students. • Provide RtI TIER I research-based best practices and TIER II and III interventions to facilitate academic improvement for identified students. • Ensure that ELL students receive appropriate English language acquisition and sheltered instruction. • Review, revise, and implement daily attendance procedures to meet 98% average attendance. • Ensure collaboration between General Education teachers and Special Education teachers to plan and implement individualized goals and objectives that are aligned to enrolled grade level standards, contain the four critical components, and describes the specially designed instruction necessary as a result of the student’s disability related needs. • Ensure that strategies for implementation of Section 504 plans are monitored.
	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 86% of Eco Dis student group, 91% of Hisp student group met Level II standard. In addition, 28% of Eco Dis student group, 42% of Hisp student group met Level III standard. In 2016-17 90% of Eco Dis student group, and 95% of Hisp student group will meet Level II standard. In addition, 40% of Eco Dis student group, and 60% of Hisp student group will meet Level III standard. Target Reading Reporting Category: all student groups Reading Performance Safeguard Target: (District- Special Ed).</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide classroom support and staff development on Word Study to address spelling, phonics, and vocabulary development. • Provide continued support for the TIER I Differentiated Instruction in the Language Arts classroom through teaching and modeling these best practices and working collaboratively with Special Education teachers. • Students will be provided with academic enrichment to focus on their areas of need for 30 minutes during the school day. • Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
<p>WRITING Performance Objectives</p>	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 79% of Eco Dis students met Level II standard. In addition, 5% of Eco Dis students met Level III standard. In 2016-17 85% of Eco Dis student group will meet Level II standard. In addition, 40% of Eco Dis student group will meet Level III standard. Target: Reporting Category: all student groups Writing Performance Safeguard Target: Special Ed, ELL (Current & Monitored)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Focus on evidence based best practices specifically for serving students with disabilities. • Students will be provided with academic enrichment in writing to focus on their areas of need. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies

	<p>to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG)</p> <ul style="list-style-type: none"> • Provide on-going support through professional learning communities and planning regarding the use of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
<p>MATH Performance Objectives</p>	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT In 2015-2016, 86% of Eco Dis student group, 88% of Hisp student group met Level II standard. In addition, 28% of Eco Dis student group, 37% of Hisp student group met Level III standard. In 2016-17 95% of Eco Dis student group, 95% of Hisp student group will meet Level II standard. In addition, 50% of Eco Dis student group, 60% of Hisp student group will meet Level III standard. Target: Reporting Category: all students Math Performance Safeguard Target: (District: Special Ed)</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Provide staff development for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies. • Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation (including AMI) using anecdotal notes and implementation of effective tutorial programs for teachers to ensure differentiation for all learners. • Students will be provided with academic enrichment to focus on their areas of need for 30 minutes during the school day. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
<p>SOCIAL STUDIES Performance Objectives</p>	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students and student groups taking the <i>District Benchmarks</i> in Social Studies will meet District performance standards. Social Studies Performance Safeguard Target: (District: Special Ed, ELL, Current & Monitored).</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Align instruction for social studies processing skills focusing on analyzing primary sources and interpreting information. • Work with campus teams for the development and implementation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirements of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments. • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. (DSG) • Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG) • Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of English Language Learners (ELLs) in all content areas. (DSG) • Provide on-going support through professional learning communities and planning regarding the use

	<p>of instructional accommodations designed to make content access ELLs in all content areas. (DSG)</p> <ul style="list-style-type: none"> Provide on-going support through professional learning communities, planning, and training on the use of TELPAS data, ELPS, and learning strategies that are targeted to develop listening, speaking reading, and writing for ELLs. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>100% of all students and student groups taking the <i>District Benchmarks</i> in Science will meet District performance standards. Science Performance Safeguard Target: (District: Special Ed).</p>
Focus Strategies	<ul style="list-style-type: none"> Implement CISD Science Success, an intervention strategy to help close achievement gaps within student groups through the review of science process skills and reinforcement of science concepts identified on assessments. Staff development will be provided to the campus by a Science Instructional Coach in the area of <i>Science Success</i> during teacher planning meetings. Provide training and support for teachers with various researched based instructional strategies to address the unique academic needs of special education students in all content areas. District Safeguard (DSG) Ensure collaboration between General Education and Special Education teachers to plan and prepare comprehensive instructional opportunities for all students. (DSG)
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT: FOCUS, CLARITY, DEPTH</p> <p>100% of all students will meet or exceed their personal Healthy Fitness Zone standards.</p>
Focus Strategies	<ul style="list-style-type: none"> Continue to provide a before-school activity program, Moveable Minutes, to increase physical fitness. Provide students with information on a variety of physical activity and good nutrition practices that can be utilized for a lifetime. Develop lessons that allow students to participate in MVPA (moderate to vigorous physical activity) for a minimum of 75% of class time. Track and evaluate students' level of health-related fitness by conducting two FitnessGram assessments per year (fall and spring). Develop an Action Plan to address areas of weakness.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL POSTSECONDARY READINESS (Index 4) CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
Index 4: POSTSECONDARY READINESS OBJECTIVES	<p>INDEX 4: POST-SECONDARY READINESS</p> <p>In 2015-2016 80% all students and 7 race/ethnic groups met postsecondary standard on STAAR assessments. In 2016-2017 85% all students and 7 race/ethnic groups will meet postsecondary standard on STAAR assessments.</p> <p>Increase Attendance Rate from 96.8% to 98%</p> <p><i>Distinctions:</i></p> <ul style="list-style-type: none"> Postsecondary Readiness Distinction K-8: Performance in top 25% of comparison group
Focus Strategies	<ul style="list-style-type: none"> Review, revise, and implement daily attendance procedures to meet 98% attendance rate. Continue the N.E.A.T. award for students who are Never Ever Absent or Tardy. Create incentives for each Progress Report for students achieving N.E.A.T. Reward students with Kona Ice who achieve N.E.A.T. for a grading period. Provide staff development rigor and differentiation to ensure more students will meet the postsecondary standard on STAAR assessments.
Financial Resources	<p>Campus budget SCE, Title III, Intervention Funds</p>

Additional Resources	Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmarks, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, Stanford, BAS, DRA, OS, QPS, PAPI, SAT, ACT, OLSAT, Logramos Systems: ViewIt, Eduphoria, INOVA Process, Quintiles, Curriculum Heat Maps, Benchmark Reliability/Validity Tool
Monitoring Timeline	November, January, April
Formative Evaluation	CISD Benchmarks at passing rate
Summative Evaluation	TEA Accountability Summary TAPR Meet Performance Indicators for CaSE
Project Manager(s):	Principal Assistant Principal

Goal 2 RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF	
Objective	To recruit, retain and develop highly qualified teachers and staff for all students.
Focus Strategies	<ul style="list-style-type: none"> • Ensure the appropriate certification for professional and paraprofessionals. • Recruit and retain highly qualified staff by participating in the CISD hosted job fair. • Provide mentor support for beginning teachers. • Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions. • Provide opportunities for teachers to attend GT training. • Provide opportunities for teachers to acquire ESL certification.
Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Manager(s):	Principal, Assistant Principal

Goal 3 PARENTS AND COMMUNITY	
Objective	To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose. <i>CaSE</i> : Will achieve a <i>CaSE</i> rating of Exemplary in Parent Involvement.
Indicator 1. Community and Parent Involvement	Indicator 1 Focus Strategies <ul style="list-style-type: none"> • Provide parent training for Bush and feeder schools in Love and Logic. • Continue and grow our Parent Teacher Organization. • Provide parent trainings on Growth Mindset.
Indicator 2. 21st Century Workforce	Indicator 2 Focus Strategies <ul style="list-style-type: none"> • Students will participate in Sci Tech Exposition. • Campus will continue to participate in Junior Achievement.
Indicator 3. Digital Learning	Indicator 3 Focus Strategies <ul style="list-style-type: none"> • Campus will train and utilize CANVAS for communication with students and parents. • Instructional technology staff development will be offered at the campus level with district technology coaches.

Financial Resources	Campus budget
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus Meet Performance Indicators for CaSE
Project Manager	Principal

Goal 4 SAFE SCHOOLS	
Objective	To provide a safe and orderly school environment conducive to learning for all students and staff.
Focus Strategies	<ul style="list-style-type: none"> • Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members. • Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level. • Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan. • Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services. • Ensure the safety of students by requiring all visitors' sign in with a valid, government issued ID and wear visitor badges in the school. • Involve parents and community members in activities to support a safe school environment.
Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative November, January Summative July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5 TECHNOLOGY	
Objective	To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.
Focus Strategies	<ul style="list-style-type: none"> • All teachers train and utilize CANVAS. • Increase student opportunities for utilizing technology across the curriculum areas. • Ensure the Technology Applications TEKS are met across content areas. • Provide hands-on training in use of new technology hardware and software. • Ensure staff and students utilize technology as a tool and resource within curriculum and assessment. • Build teacher capacity to fully implement technology in instruction. • Provide meaningful opportunities for students to access technology for learning.
Financial Resources	Campus budget Campus Budget, Title III
Additional Resources	Technology staff
Monitoring Timeline	Formative November, January

	Summative July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report Meet Performance Indicators for CaSE
Project Manager(s):	Principal, Assistant Principal, Technology Liaison

NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

**State Compensatory Education Program
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1	Academic Tutorials	5,670	.10
	Instructional Materials for At-Risk Students		
	TOTAL SCE	5,670	.10

**Resources Allocated for Title I - III
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap Strategy 1	Extra Duty Tutorials	1,000	
Technology Strategy 5	Technology	500	
Close the Performance Gap Strategies 1, 4, 5	Books	200	
Close the Performance Gap Strategies 1, 4, 5	Instructional Materials	550	
	TOTAL Title III LEP	2,250	.02

**Resources Allocated for Intervention Funds
2016-2017 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Intervention Funds			
Closing the Performance Gap Strategy 1	Extra Duty Tutorials	5,000	.09
	TOTAL Intervention Funds	5,000	.09