

# Conroe Independent School District

## Bush Elementary

### 2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	12
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	12
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	16
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	17
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	18
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	19
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	20
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	21
State Compensatory	23
Budget for Bush Elementary	23
Plan Notes	24
Campus Funding Summary	25
Addendums	26

# Comprehensive Needs Assessment

Revised/Approved: November 30, 2020

## Student Achievement

### Student Achievement Summary

State testing data from the 2018-2019 school year is summarized as part of the achievement summary. STAAR testing did not occur in the 2019-2020 school year. Based on the 2018-2019 TAPR, Bush Elementary received an "A" accountability rating for 2019. In addition, the school earned distinction designations in ELA/Reading, Mathematics, Top 25 25: Comparative Closing the Gaps, and Postsecondary Readiness. Summary data for state testing is reported in the table below at the all student level and for various identified groups of students. African American and American Indian students did not have enough students in each grade level to report percentages by grade level and test on the TAPR.

Test	All Student Percentatge	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Special Ed %	%Change	Eco Dis %	% Change	EL %	% Change
<b>Grade 3 Reading</b>														
At Approaches Grade Level or Above	90	-7	78	-17	93	-4	100	0	50	-30	76	-16	83	-17
At Meets Grade Level or Above	73	-4	63	-11	75	-2	80	-20	38	-22	62	+12	33	-24
At Masters Grade Level	55	-4	44	-14	57	0	60	-25	38	-2	24	-1	17	-26
<b>Grade 3 Mathematics</b>														
At Approaches Grade Level or Above	93	-4	89	-2	95	-2	100	0	63	-12	82	-4	83	-5
At Meets Grade Level or Above	79	-8	68	-5	82	-6	80	-20	44	-25	59	+2	83	+8
At Masters Grade Level	59	-2	46	-4	66	+5	40	-37	31	-13	45	+24	0	-50
<b>Grade 4 Reading</b>														
At Approaches Grade Level or Above	95	+8	88	+20	97	+7	100	0	88	+31	76	+8	91	+16
At Meets Grade Level or Above	77	+7	56	+3	79	+7	100	+12	69	+36	59	+12	55	+13
At Masters Grade Level	50	0	28	+2	51	-2	86	+23	50	+26	35	+3	18	+1
<b>Grade 4 Mathematics</b>														
At Approaches Grade Level or Above	98	+2	96	+12	98	0	100	0	88	+17	89	+5	91	+8

Test	All Student Percentatge	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Special Ed %	%Change	Eco Dis %	% Change	EL %	% Change
At Meets Grade Level or Above	81	-3	64	-15	85	+2	86	-14	69	+26	56	-7	64	-11
At Masters Grade Level	65	-2	48	+1	67	+3	79	-9	50	+26	39	-3	55	-5
<b>Grade 4 Writing</b>														
At Approaches Grade Level or Above	93	+10	88	+20	94	+8	100	0	75	+23	61	-13	73	-10
At Meets Grade Level or Above	64	-2	44	-3	64	-3	93	+17	63	+30	33	-20	36	+3
At Masters Grade Level	20	-7	16	0	19	-8	50	+12	6	-8	6	-15	9	+1

While the overall results of state testing are good when looking at all students at *Approaches Grade Level or Above*, more work is indicated when looking at assessment data at a more granular level. For example, 2018-2019 STAAR data shows an general grade level decrease in achievement in both reading and math from the previous year. Moreover, significant percentage drops were noticed at multiple levels of performance for hispanic, special education, economically disadvantaged, and English Learner students in third grade. Fourth grade students in 2018-2019 showed a generally proportionate increase in scores from the previous year's fourth grade students. When taken together, this information would seem to indicate a cohort of students who tended to perform better than previous and furture cohorts of students at the same grade levels.

In addition to STAAR data from the 2018-2019 school year, BAS beginning of the year assessment results for the 2020-2021 school year are summarized below. Review of BAS levels is undertaken because of 1) the generally lower achievement in the area of math as related to reading in the data above and 2) the concern over the impact on reading levels due to the remote learning at the end of the 2019-2020 school year. Using current first grade students as an example of beginning of the year BAS levels, we notice the following: about 45% of first graders are at the expected BAS level ("E") or above with the highest recorded reading level of "L" for a current first grade student; about 19% of first grade students are below expected reading level with a recorded level of "D" (which is the expected end of kindergarten level); and about 35% of current first graders are below expected reading level with a recorded BAS of "C" or below.

### Student Achievement Strengths

After reviewing state testing data for the 2018-2019 school year, mathematics appears as a relative strength to reading. This is often true when looking across student groups as well. In the areas of reading and writing, strength is seen when looking at all students in the level of *Approaches Grade Level or Above*. In addition, there is a significant portion of our current first grade cohort that entered first grade at or above the expected BAS reading level.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Approximately 55% of current first grade students are below the expected BAS level at the beginning of the year assessment. This data point is used as a representative point of BAS levels generally. **Root Cause:** To some extent, the root cause can be seen as a result of COVID-related disruptions at the end of the 2019-2020 school year. More systemically, however, this could be a result of our not yet full implementation of the reading workshop. Further, consistent small group work (especially in phonemic awareness at the younger grades) is needed within the context of the reading workshop.

**Problem Statement 2 (Prioritized):** While math is a relative strength identified in our achievement data, teacher observational data continues to identify determining the

questions asked in word problems as an area of needed growth. This is consistent with needed work in the area of expected reading levels. **Root Cause:** Understanding that much assessment (especially State tests) is written above grade level, this observational data is consistent with information about BAS levels.

# Culture and Climate

## Culture and Climate Summary

In line with District priorities in the area of Culture and Climate, Bush Elementary is working in the areas of Positive Behavior Interventions and Supports (PBIS), Culture and Diversity Training, and COVID Safety this school year. We began our work as a Foundations campus last school year, and the Foundations Team continues to guide the staff through implementation of procedures and expectations for common areas of the building. We have implemented hallway expectations (revised this year to include social distancing guidelines) for transitions. The team also developed a plan to improve cafeteria procedures and utilization for lunches. That plan has not yet been implemented as we continue to eat lunch in classrooms as part of our COVID protocols. As a school, we have also implemented new dismissal procedures (again related to COVID), and the Foundations Team will be the group to begin the process of evaluating those procedures and leading the staff in discussion of their effectiveness.

Our work at Bush Elementary in the area of Culture and Diversity Awareness began in earnest January 2020. With the rollout of the district presentation in this area, we will continue our formal work in January 2021.

COVID related safety has been an essential part of maintaining a climate that not only is safe but feels safe during these times. Clear student desk dividers have been purchased for all classrooms. Masks were purchased for all staff members, and reusable water bottles were purchased for all students. In addition, we have adjusted our procedures to allow students to eat in classrooms. This helps both limit the number of possible close contacts at lunch and makes our gym available for longer periods of the day. Because of the increased availability of the gym, we are able to spread specials out throughout the day thus allowing time between specials classes for cleaning and allowing us to maintain cohorts for most of our specials classes as well.

## Culture and Climate Strengths

We have been able to provide ways to help ensure safety during the pandemic while maintaining our focus on instruction. In addition, we continue the work of developing our processes through Foundations. In fact, having a solid Foundations Team in place assisted with much of the planning we needed to do this year to address issues related to COVID. It is also a significant positive that we continue to add highly qualified staff members who reflect the diversity of our student population.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** School connectedness is a fundamental concern of the work in PBIS. At the elementary level there is often less connection than in secondary schools with their wealth of extracurricular and athletic activities. **Root Cause:** School connectedness is often tied to the specific homeroom at the elementary level. With the added factor of COVID limiting interactions across classrooms and the reality of online instruction, efforts to maintain connection to the school are important.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Finding ways to continue to engage parents and the Bush community is a focus for the 2020-2021 school year. With our face-to-face events either cancelled or shifted to virtual events, we continue to work to help our community feel connected to the school. Our beginning of the year events like Teddy Bear Tea for incoming kindergarten students and Meet The Teacher Night were conducted virtually through Zoom. We developed schedules so that parents with children in multiple grade levels could attend all grade level events; we did not have overlapping grade level meetings. We have also transitioned our twice monthly newsletter into a weekly newsletter, increased our posts on Facebook and Twitter, taken part in PTO sponsored Zoom meetings, and sent targeted emails to specific classes, grade levels, and groups. In addition, we are creating Bush Community Conversations to allow for direct communication with parents on specific topics related to the school. The initial conversation revolved around parent conceptions of grades. In addition, our online teachers have found ways to continue to connect their classes to the school through projects completed at home and shared on campus and online. We also have begun to reach out to invite feedback from parents through a one-on-one conversation rather than solely through mass communication with all parents. In addition to these methods of communication, there are internal means of communication with staff members of the Bush Community. Through our weekly Staff Update (which is also sent to district support staff that routinely work at Bush), regular team meetings, team leader meetings, faculty meetings, texts, emails, and (socially distanced) face-to-face conversations, we strive to engage all staff members both in communication and decision-making.

## Parent and Community Engagement Strengths

As a school, we have worked to leverage a variety of electronic communication tools to continue to connect with our community. We continue to use teacher weekly emails to communicate with parents, and we have increased the frequency of the school newsletter. Our announcements are all recorded and shared with both online and in-person students. Dr. Lambert sends a handwritten birthday note to each student and staff member via US Mail. Also, each student and staff member will receive a holiday card as well.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Communication methods must adjust to meet the needs of a school without in-person events during COVID-19. **Root Cause:** COVID-19 has changed the dynamics of our methods of communication with parents and community members.

# Priority Problem Statements

**Problem Statement 1:** Approximately 55% of current first grade students are below the expected BAS level at the beginning of the year assessment. This data point is used as a representative point of BAS levels generally.

**Root Cause 1:** To some extent, the root cause can be seen as a result of COVID-related disruptions at the end of the 2019-2020 school year. More systemically, however, this could be a result of our not yet full implementation of the reading workshop. Further, consistent small group work (especially in phonemic awareness at the younger grades) is needed within the context of the reading workshop.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** School connectedness is a fundamental concern of the work in PBIS. At the elementary level there is often less connection than in secondary schools with their wealth of extracurricular and athletic activities.

**Root Cause 2:** School connectedness is often tied to the specific homeroom at the elementary level. With the added factor of COVID limiting interactions across classrooms and the reality of online instruction, efforts to maintain connection to the school are important.

**Problem Statement 2 Areas:** Culture and Climate

**Problem Statement 3:** Communication methods must adjust to meet the needs of a school without in-person events during COVID-19.

**Root Cause 3:** COVID-19 has changed the dynamics of our methods of communication with parents and community members.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** While math is a relative strength identified in our achievement data, teacher observational data continues to identify determining the questions asked in word problems as an area of needed growth. This is consistent with needed work in the area of expected reading levels.

**Root Cause 4:** Understanding that much assessment (especially State tests) is written above grade level, this observational data is consistent with information about BAS levels.

**Problem Statement 4 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

Revised/Approved: November 30, 2020

**Goal 1:** Student Achievement and Post-Secondary Success:

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





**Performance Objective 1:** 85% of Bush Elementary 3rd Grade students will meet grade level or above on STAAR Math by August 2021 with the long term goal of 93% by 2024.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Math

**Summative Evaluation:** None

<b>Strategy 1:</b> Mathematics teachers (K-4) will participate in customized professional development with the district math instructional coach throughout the year. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Campus Instructional Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> New mathematics teachers will receive on-going support/check-ins from the district student support services instructional coach related to classroom management and instructional best practices. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> We will expand implementation of Guided Math in all grade levels to support the current year and long-term goals for student achievement in mathematics. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Additional math manipulatives will be purchased (K-4) as needed to ensure all students have appropriate access to needed instructional materials. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Grade Level Team Leaders	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success:**





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

**Performance Objective 2:** 80% of Bush Elementary 3rd Grade students will meet grade level or above on STAAR Reading by August 2021 with the long term goal of 90% by 2024.

**Targeted or ESF High Priority****HB3 Goal**

**Evaluation Data Sources:** STAAR Reading

**Summative Evaluation:** None

<b>Strategy 1:</b> Language Arts Teachers (K-4) will participate in Teachers College Reading and Writing Project customized professional development to further our implementation of reading and writing workshops. This year will prioritize solidifying the structures of the workshop and building capacity in the area of small group instruction based with groups created based on student needs identified through on-going formative assessment. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Understanding that background knowledge is an essential component of building reading comprehension, third grade students will have opportunities to explore topics of personal interest and create products to share information about those topics. These Passion Projects will allow students the opportunity to expand their background knowledge on a wide variety of topics, and the sharing of products with other students will work to grow the background knowledge among all students in the class/grade level. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Third Grade Team Leader; Fourth Grade Team Leader; Passion Projects and Enrichment Committee Chair	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> mCLASS data will be used to identify instructional needs for students (K-3). Recommended activities and instructional groups identified through mClass will be used to support targeted Tier I instruction. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Campus Instructional Coach <b>Funding Sources:</b> EL Instructional Materials - Title III - \$3,500, Instructional Materials - State Comp Ed - \$7,512	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success:**

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





**Performance Objective 3:** 85% of Bush Elementary 4th Grade students will meet grade level or above on STAAR Math by August 2021 with the long term goal of 95% by 2024.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Math

**Summative Evaluation:** None

<b>Strategy 1:</b> Mathematics teachers (K-4) will participate in customized professional development with the district math instructional coach throughout the year. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Campus Instructional Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> New mathematics teachers will receive on-going support/check-ins from the district student support services instructional coach related to classroom management and instructional best practices. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> We will expand implementation of Guided Math in all grade levels to support the current year and long-term goals for student achievement in mathematics. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Additional math manipulatives will be purchased (K-4) as needed to ensure all students have appropriate access to needed instructional materials. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Grade Level Team Leaders	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success:**





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

**Performance Objective 4:** 83% of Bush Elementary 4th Grade students will meet grade level or above on STAAR Reading by August 2021 with the long term goal of 90% by 2024.

**Targeted or ESF High Priority****HB3 Goal**

**Evaluation Data Sources:** STAAR Reading

**Summative Evaluation:** None

<b>Strategy 1:</b> Language Arts Teachers (K-4) will participate in Teachers College Reading and Writing Project customized professional development to further our implementation of reading and writing workshops. This year will prioritize solidifying the structures of the workshop and building capacity in the area of small group instruction based with groups created based on student needs identified through on-going formative assessment. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Understanding that background knowledge is an essential component of building reading comprehension, third grade students will have opportunities to explore topics of personal interest and create products to share information about those topics. These Passion Projects will allow students the opportunity to expand their background knowledge on a wide variety of topics, and the sharing of products with other students will work to grow the background knowledge among all students in the class/grade level. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Third Grade Team Leader; Fourth Grade Team Leader; Passion Projects and Enrichment Committee Chair	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: Student Achievement and Post-Secondary Success:**





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

**Performance Objective 5:** 75% of Bush Elementary 4th Grade students will meet grade level or above on STAAR Writing by August 2021 with the long term goal of 85% by 2024.

**Targeted or ESF High Priority****HB3 Goal**

**Evaluation Data Sources:** STAAR Writing

**Summative Evaluation:** None

<b>Strategy 1:</b> Language Arts Teachers (K-4) will participate in Teachers College Reading and Writing Project customized professional development to further our implementation of reading and writing workshops. This year will prioritize solidifying the structures of the workshop and building capacity in the area of small group instruction based with groups created based on student needs identified through on-going formative assessment. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Students (K-4) will participate in an enrichment class through the specials rotation. This class will include components focused on students identifying and exploring topics of interest to them. In third and fourth grade, students will complete "Passion Projects" to allow them time to explore ideas and topics of interest to them and create products to share their passions with members of the school community. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Specials Team Leader; Passion Projects and Enrichment Committee Chair	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

<b>Strategy 1:</b> Maintain documentation of all purchases using both budget funds and activity funds. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Campus Secretary	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Use awarded vendors for all purchases. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Campus Secretary	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 3: Recruitment, Development, and Retention of Staff:**

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.





**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

<b>Strategy 1:</b> Attend job fairs (in-person and virtual) as available. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Work with CISD Human Resources to recruit highly qualified applicants who reflect the diversity of the Bush Elementary student population. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Use social media as a means of promoting the school. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





**Performance Objective 1:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<b>Strategy 1:</b> Host Bush Community Conversations to engage parents and community members in academic and climate discussions. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Work with the Bush Elementary PTO to identify means of support for students, teachers, and families at Bush Elementary. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Reach out to individual families and small focus groups to address effectiveness of programs and programs desired by families. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5: Safe Schools:**

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

<b>Strategy 1:</b> Continue Implementation of Foundations (PBIS) to include procedures for additional common areas and to revise existing procedures as needed to address issues related to COVID-19. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Foundations Team Co-chair	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 2:</b> Provide safety resources (i.e., masks, student desk dividers, and water bottles) related to COVID-19. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<b>Strategy 3:</b> Adjust arrival and dismissal procedures to address concerns related to COVID-19. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<b>Strategy 1:</b> Provide just-in-time training as needed to support online instruction. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Librarian; Instructional Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Provide online resources for Units of Study in Reading and Writing. Use resources for both staff development and student instruction. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Instructional Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Use learning management systems (Seesaw and Canvas) to provide online instruction and resources for students. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Seesaw Administrator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 7: Communication:**

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

<b>Strategy 1:</b> Publish The Bush Banner (parent newsletter) weekly. Use School Messenger to share with both families and staff members. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 2:</b> Publish the Staff Update weekly. Use email to distribute to school staff and district staff who routinely work at Bush. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 3:</b> Publish monthly instructional coach newsletter. Share with staff through the Staff Update. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Instructional Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 4:</b> Use social media (Facebook and Twitter) to share school announcements, newsletters, and other information. Share information posted via official CISD social media accounts as well. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 5:</b> Publish weekly grade level newsletters for parents. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Grade Level Team Leaders	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<b>Strategy 6:</b> Develop Bush Community Conversations on academic and climate topics of interest to parents and community members. Host conversations throughout the year. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Principal; Counselor	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# State Compensatory

## Budget for Bush Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
1991-11-CE-121-24000	6329 Reading Materials	\$5,012.00
1991-11-IF-121-24000	6329 Reading Materials	\$1,000.00
1991-11-IF-121-24000	6399 General Supplies	\$4,000.00
<b>6300 Subtotal:</b>		<b>\$10,012.00</b>

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Bush</b>		
SCE		
Extra Duty	\$1,000	0.02
General Supplies	\$5,012	0.00
Substitutes	\$1,500	0.03
SCE Total	\$7,512	0.05
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$2,000	0.04
General Supplies	\$500	0.00
Title III EL Total	\$3,500	0.04
Bush Total	\$11,012	0.08



# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Materials		\$7,512.00
Sub-Total					\$7,512.00
Budgeted Fund Source Amount					\$7,512.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	EL Instructional Materials		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$11,012.00

# Addendums