

**Campus Improvement Plan
2017-2018
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

- **Student Achievement:** All subjects; all students who achieve STAAR Approaching, Meeting, and Mastering Grade Level standards
 - **Distinctions** - Academic Achievement Distinction Designation (AADD) indicator in Reading/ELA, Math, Social Studies and Science based on performance in top quartile of campus comparison group.
- **Student Progress:** Reading and Math; all students, 7 racial/ethnic groups, English Language Learners (ELL), Special Education (SpEd) who achieve STAAR Expected and Accelerated Growth measures
 - **Distinction** - Top 25% in Student Progress
- **Closing Performance Gaps:** All subjects; achievement of economically disadvantaged students and up to 7 racial/ethnic student groups who achieve STAAR Approaching and Mastering Grade Level standards
 - **Distinction** - Top 25% in Closing Performance Gaps
- **Successful Completion of High School/Postsecondary Readiness:** All students, 7 racial/ethnic groups and Attendance Rate
 - **Distinction** – 50% of Indicators are in the top quartile

GOAL 1: STUDENT ACHIEVEMENT AND POST-SECONDARY SUCCESS	
MASTER RIGOROUS ACADEMIC STANDARDS - STUDENT ACHIEVEMENT, STUDENT PROGRESS and CLOSING PERFORMANCE GAPS	
<u>STUDENT ACHIEVEMENT OBJECTIVES</u>	<p>Student Achievement - All Students/All Subjects Performance in 2016-2017 95 % Approaching Grade Level Standards Goal for 2017-2018 100 % Approaching Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet AADD indicator for performance (Mastering Grade Level) in Reading/ELA, Writing, and Math.
<u>STUDENT PROGRESS OBJECTIVES</u>	<p>Student Progress Reading and Math; all students, 7 racial/ethnic groups, ELL, Sp Ed; weighted progress – All Students/All Subjects Performance in 2016-2017 73 % of students met Expected or Accelerated Growth measures. 38 % of students met Accelerated Growth measures only. Goal for 2017-2018 80 % of students will meet Expected or Accelerated Growth measures. 45 % of students will meet Accelerated Growth measures only.</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Student Progress Distinction in Reading/ELA and Math. • Will meet AADD indicator for Accelerated Growth in Reading and Math.
READING Strategies	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Train and implement the Benchmark Assessment System in Grade 3. • Continue growth and improvement in implementation of BAS in Grades K-2. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing.

	<ul style="list-style-type: none"> • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products. • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom.
WRITING Strategies	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres from the Genre Study implementation. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Mentor Sentences and other research based best practices. • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test.
MATH Strategies	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Provide staff development and implementation of guided math in the K-4 classrooms. • 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. • Continue building a growth mindset and grit for all students in regards to math learning. Value mistakes in the classroom and help students understand that everyone can do math. • Ensure that teachers expect and encourage all students groups to construct multiple representations of learning in math including the use of manipulative models.
SOCIAL STUDIES Strategies	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <ul style="list-style-type: none"> • Focus on engagement through student centered instructional strategies based on <i>History Alive! / Social Studies Alive!</i> • Continue to implement the Interactive Student Notebook K-4. • Continue integrating content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Emphasize the roles and responsibilities of global citizenship by recognizing the interconnectedness between global issues and the actions and decisions of ordinary citizens.
SCIENCE Strategies	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <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). • Continue utilizing a science interactive notebook as part of the learning process. • 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.
<u>CLOSING PERFORMANCE GAPS OBJECTIVES</u>	<p>Closing Performance Gaps - All subjects- Economically Disadvantaged Students and up to 7 racial/ethnic groups.</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 81 % scored Approaching Grade Level Standards 41% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 87% scored Approaching Grade Level Standards 50% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards</p>

	<p>60% will score Mastering Grade Level Standards</p> <p>Distinctions:</p> <ul style="list-style-type: none"> • Will meet Top 25% Closing Performance Gaps Distinction in Reading/ELA and Math.
<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. • Provide ongoing 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) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG).
<p>READING Performance Objectives</p>	<p>READING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students</p> <p>Performance in 2016-2017: 83% scored Approaching Grade Level Standards 37% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 45% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic</p> <p>Performance in 2016-2017: 87% scored Approaching Grade Level Standards 50% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Target Reading Reporting Category: R2 Reading Performance Safeguard Target: District- Special Education</p>
<p>Focus Strategies</p>	<ul style="list-style-type: none"> • Train and implement the Benchmark Assessment System in Grade 3. • Continue growth and improvement in implementation of BAS in Grades K-2. • Maintain focus on teaching in genres for an in-depth understanding and implementation of teaching fiction and nonfiction text bridging reading with writing. • Gifted services are provided to students identified in alignment with CISD’s curriculum that provide challenging learning experiences with depth and complexity that result in the creation of advanced-level products.

	<ul style="list-style-type: none"> • Re-examine effectiveness and depth of Guided Reading in the K-4 classroom. Provide ongoing 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) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG).
WRITING Performance Objectives	<p>WRITING CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students Performance in 2016-2017: 68% scored Approaching Grade Level Standards 18% scored Mastering Grade Level Standards Goal for 2017-2018: 80% will score Approaching Grade Level Standards 40% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 82% scored Approaching Grade Level Standards 23% scored Mastering Grade Level Standards Goal for 2017-2018: 90% will score Approaching Grade Level Standards 35% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: W1 Writing Performance Safeguard Target: District- Special Ed., ELL (Current & Monitored)</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue to focus on daily writing in every K-4 classroom in both fiction and nonfiction genres from the Genre Study implementation. • Explicitly teach grammar and conventions within the context of the CISD READS Writers’ Workshop model implementing Mentor Sentences and other research based best practices. • Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing. • Provide third and fourth grade teachers with a staff development on quality instructional practices to prepare students for success on the STAAR writing test. • Provide ongoing 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) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG). • Provide ongoing 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 of instructional accommodations designed to make content access ELLs in all content areas. (DSG) • Language instruction is targeted and taught in the content area and extra-curricular by way of the English Language Proficiency Standards. (DSG)
MATH Performance Objectives	<p>MATH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT Economically Disadvantaged Students</p>

	<p>Performance in 2016-2017: 93% scored Approaching Grade Level Standards 44% scored Mastering Grade Level Standards Goal for 2017-2018: 100 % will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 91% scored Approaching Grade Level Standards 48% scored Mastering Grade Level Standards Goal for 2017-2018: 100% will score Approaching Grade Level Standards 60% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: M3 Math Performance Safeguard Target: (District: Special Ed)</p>
Focus Strategies	<ul style="list-style-type: none"> • Provide staff development and implementation of guided math in the K-4 classrooms. • 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. • Continue building a growth mindset and grit for all students in regards to math learning. Value mistakes in the classroom and help students understand that everyone can do math. • Ensure that teachers expect and encourage all students and all student groups to construct multiple representations of learning in math including the use of manipulative models. • Provide ongoing 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) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG).
SOCIAL STUDIES Performance Objectives	<p>SOCIAL STUDIES CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT 100% of all students and student groups taking the <i>District Benchmarks in Social Studies</i> will meet District performance standards. Social Studies Performance Safeguard Target: (District: Spec Ed, ELL, Current & Monitored)</p>
Focus Strategies	<ul style="list-style-type: none"> • Continue to implement the Interactive Student Notebook K-4. • Continue integrating content literacy strategies K-4 with Pre-Reading, During Reading and After Reading support from the Social Studies Strategy Manual. • Provide ongoing 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) • Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG). • Provide ongoing 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 of instructional accommodations designed to make content access ELLs in all content areas. (DSG)

	<ul style="list-style-type: none"> Language instruction is targeted and taught in the content area and extra-curricular by way of the English Language Proficiency Standards. (DSG)
SCIENCE Performance Objectives	<p>SCIENCE CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</p> <p>Economically Disadvantaged Students Performance in 2016-2017: 72% scored Approaching Grade Level Standards 22% scored Mastering Grade Level Standards Goal for 2017-2018: 85% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Racial/Ethnic group: Hispanic Performance in 2016-2017: 90% scored Approaching Grade Level Standards 38% scored Mastering Grade Level Standards Goal for 2017-2018: 95% will score Approaching Grade Level Standards 50% will score Mastering Grade Level Standards</p> <p>Target: Reporting Category: 2 (Force, Motion and Energy); 4 (Organisms and Environment Science Performance Safeguard Target: District - Special Education</p>
Focus Strategies	<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). Continue utilizing a science interactive notebook as part of the learning process. 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. Provide ongoing 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) Ensure that Individualized Education Plans are designed to personalize learning based on student data and used to inform instructional strategies and choices with access to appropriate technology. (DSG).
HEALTH Performance Objectives	<p>HEALTH CURRICULUM, INSTRUCTION & STAFF DEVELOPMENT</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"> Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 75% of class time. Provide students with opportunities and activities that allow “choice.” Provide students with relevant information that encourages healthy nutrition choices. Continue to provide a before-school program, Moveable Minutes, to increase physical fitness. Ensure that students receive the appropriate number of state required minutes in physical education per week or 10 day period.
<p>SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS</p> <p>CAMPUS DISTINCTIONS AND SAFEGUARD INDICATORS</p>	
	<p>POST-SECONDARY READINESS Attendance rate will increase from 97% in 2016/17 to 98% in 2017/18.</p> <p>Meet eligible campus Academic Achievement Distinction Designations (AADD) 50% of indicators will be in top quartile</p> <p>Meet Top 25% in Student Progress Distinction Designations Top quartile of campus comparison group in performance for student progress</p>

	<p>Meet Top 25% in Closing Performance Gaps Distinction Designations <i>Top quartile of campus comparison group in performance for closing performance gaps</i></p> <p>Meet eligible Postsecondary Readiness Distinction Designations <i>50% of indicators will be in top quartile</i></p>
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. Provide staff development on rigor and differentiation to ensure more students will meet the postsecondary standard on STAAR assessments.
Financial Resources	Campus budget SCE, Title III, Intervention Funds
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
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.
Focus Strategies	<ul style="list-style-type: none"> Campus will continue to participate in Junior Achievement. Provide parents with Community Outreach Workshops within our Feeder schools.

	<ul style="list-style-type: none"> • Provide parent trainings on Growth Mindset, Grit and Resilience. • Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.
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
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"> • 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, 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
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
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
SCE			
Close the Performance Gap Strategy 1	Academic Tutorials	6,330	.11
	TOTAL SCE	6,330	.11

**Resources Allocated for Title III
2017-2018 School Year**

Strategy	Program/Service	Funds Budgeted	FTEs
Title III LEP			
Close the Performance Gap Strategy 1	Extra Duty Tutorials	3,000	.05
	TOTAL Title III LEP	3,000	.05