

Conroe Independent School District

Bush Elementary

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Based on the 2022-2023 TAPR, Bush Elementary received a preliminary accountability rating of "A." In addition, the school earned a distinction for Comparative Closing the Gaps. Summary data for state testing is reported in the table below at the all student level and for various identified groups of students.

Test	All Student Percentage	Percent Change from Previous Year	Hispanic %	% Change	White %	%Change	Asian %	%Change	Black %	% Change	Special Ed %	%Change	LEP %	% Change
Grade 3 Reading														
At Approaches Grade Level or Above	89.22	-1	82.5	-8	89	-3	100	+10	71.43	-15	66.67	+5	78.26	-5
At Meets Grade Level or Above	64.67	-5	55	-35	63.64	-7	73.68	-8	57.14	+4	19.05	-23	39.13	-27
At Masters Grade Level	32.34	-15	20	-31	34.09	-13	57.89	-1	14.29	-19	4.76	-15	30.43	-20
Grade 3 Mathematics														
At Approaches Grade Level or Above	85.71	No change	73.68	-12	86.9	+1	100	+10	100	+14	52.63	-13	85.71	+8
At Meets Grade Level or Above	66.46	+8	52.63	-6	69.05	+11	89.47	+26	42.86	-18	36.84	+2	57.14	-9
At Masters Grade Level	34.78	+1	23.68	-13	34.52	No Change	63.16	+36	0	-20	15.79	-4	38.10	+11
Grade 4 Reading														
At Approaches Grade Level or Above	95	+2	95.56	-5	95.58	+2	92.86	-2	100	+6	73.68	-38	90.48	-3
At Meets Grade Level or Above	74	-5	71.11	-6	75.22	-6	92.86	+9	53.85	-15	36.84	-15	66.67	-4
At Masters Grade	45	No Change	37.78	-5	47.49	+1	71.43	-1	23.08	-3	21.05	+14	33.33	-12

Level														
Grade 4 Mathematics														
At Approaches Grade Level or Above	95.81	+9	95.56	+18	92.92	+1	92.86	-8	95.56	+22	73.68	+52	95.24	+12
At Meets Grade Level or Above	74.35	+6	75.56	+13	84.07	+11	85.71	-3	75.56	+33	57.89	+36	80.95	+10
At Masters Grade Level	45.03	-5	40	No Change	52.21	-2	57.14	-26	40	-9	10.53	-4	33.33	+25

We saw large gains in our math scores in the 2022-2023 school year. Our third grade Meets scores increased by 8% and our Masters scores increased by 1%. In fourth grade math, we improved 9% at the Approaches level and 6% at the Meets level. Teachers worked hard on implementing PLCs with fidelity, and implemented math review and ongoing review which contributed to the growth we saw in math.

In addition to 2023 STAAR Assessment data, Benchmark Assessment System (BAS) results for end of the 2022-2023 school year are below. The BAS by Fountas and Pinnell is used to help teachers determine student's independent and instructional reading levels. The information below reflects our students' instructional reading level at the end of the 2022-2023 school year. The assessment measures students' reading behaviors and reading comprehension. The percent of students that met grade level standards on the BAS are below:

Kindergarten- 70%

First- 74%

Second- 67%

Kinder through Second grade students are also tested in numeracy on the Early Math Assessment. The percent of students that met grade level standards in numeracy on the Early Math Assessment are below:

Kindergarten- 79%

First- 77%

Second- 80%

Student Achievement Strengths

In 2022-2023, Bush Elementary showed improvement on the 2023 STAAR Math Assessment in both third and fourth grades. The Meets percentage for third grade math increased 10% from the 2021-2022 school year. The Meets percentage for fourth grade math increased 6% from the 2021-2022 school year. 65% of third grade students achieved the Meets level on the 2023 3rd grade STAAR Reading Assessment. 67% of students achieved the Meets level on the 2023 3rd grade STAAR Math Assessment. 74% of students achieved the

Meets level on the 2023 4th grade STAAR Reading Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 33% of kindergarten students did not meet grade level standards on the BAS assessment. **Root Cause:** There was a lack of guided reading resources and a need for explicit phonics instruction.

Problem Statement 2 (Prioritized): 23% of first grade students did not meet grade level standards in numeracy on the early math assessment. **Root Cause:** Students entering second grade are struggling with numeracy and there is no built in intervention time to fill gaps for students below grade level.

Problem Statement 3 (Prioritized): Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023. **Root Cause:** The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.

Problem Statement 4 (Prioritized): 50% of Economically Disadvantaged students did not meet standards on the 4th grade STAAR Reading Assessment. **Root Cause:** Families had limited outside resources to support their children at home. The new item types and online test were a challenge for our students who were below level in reading and writing.

Problem Statement 5 (Prioritized): 34% of third grade students did not meet grade level on the STAAR Math test. **Root Cause:** The new item types and online test were a challenge for all students, and students entering third grade struggling with early math numeracy skills

Culture and Climate

Culture and Climate Summary

Bush Elementary continues to review common area procedures through the Foundations process. Consistent routines and procedures for common areas work to ensure a climate characterized by common understandings. We continue to implement our hallway and cafeteria procedures. Through continuous observation, reflection, and review, we are assessing and formalizing our procedures. In addition, the Foundations team has developed a discipline leveling system to create consistency in student misbehavior. Teachers are also receiving training and implementing STOIC and CHAMPS to improve classroom management. In addition to the work of Foundations, we continue to monitor, observe, and improve our arrival and dismissal procedures.

As a Professional Learning Community (PLC), we are committed to continuous improvement. Our Organizational Health Inventory (OHI) results indicate that Cohesiveness is a priority for improvement. Specific academic and climate focus areas have been identified. Professional learning efforts have been aligned to those focus areas, and focus areas are highlighted at least weekly in our staff newsletter. Focus areas are: 1) Building Relationships Across Teams 2) Tier 1 Instruction 3) Effective PLCs and Planning 4) MTSS and 5) Foundations.

The Leadership Team is utilizing teacher and parent surveys to help measure school climate and is actively using survey data to align with priorities and goals.

Culture and Climate Strengths

According to OHI data, we successfully met the goal of improving in adaptation. We increased from a 34 in 2021-2022 to a 67 in 2022-2023. Our average OHI score improved from a 42 to 73 in 2022-2023. The work of Foundations continues with a specific focus on ensuring the voices of all staff members are included in the process. In addition, our focus areas are consistently reiterated through conversation and regular staff publications. The Foundations team successfully implemented the Levels of Misbehavior and Student Support Services trained the staff on Early Intervention Strategies to support teachers with behavior.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Bush has had an increase of students brought to MTSS/RTI for behavior. Teachers have reported that they have seen an increase of students that are lacking social emotional skills. **Root Cause:** There is a lack of time dedicated to teaching behavior expectations and social emotional learning.

Parent and Community Engagement

Parent and Community Engagement Summary

During the 2022-2023 school year, we were able to provide parents many opportunities to engage with the school community. The PTO hosted its annual Back To School Bash, Game Night, and Bonanza, and added Trunk or Treat which was highly successful. The school also hosted two academic nights and brought back Open House and Grade Level Programs. We continued to invite parents to join us for lunch and provided many volunteer opportunities including Kindergarten Science Lab, Library Volunteers, and opportunities to help in the car rider line and monitoring extra recess. Volunteers were trained in school procedures and safety at the beginning of the year by our school counselor. We also brought in the community as Bobcat Buddies and had the Read with the Dogs program available for students who needed social emotional support.

Parent and Community Engagement Strengths

Parents have communicated to school staff, PTO, and teachers that they are pleased with how community engagement have improved. They greatly enjoyed science night and grade level programs. Participation was very high at our PTO and school events. We continue to monitor and add events as well as opportunities for parents to engage in the school community adding events like "Pawsome" Awards, Parent Guest Readers, and a 4th Grade Clap-out at the end of the school year. In our end of year parent survey, parents reported that they feel like they receive great communication from the school and they feel like their child is safe at school. They also indicated that they feel their child is receiving a high quality education, and their child having "loving teachers" was repeatedly reported as what they love most about Bush.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents have expressed that they would like more opportunities to engage with their child's teacher and receive feedback about how their child is doing academically and socially. **Root Cause:** Parent Conferences were not required last year, which caused a lack of communications between the school and home. Because many assignments and assessments have switched to online in third and fourth grades, parents aren't receiving a lot of work in Tuesday folders which was a form of tangible communication and feedback their child's learning.

Priority Problem Statements

Problem Statement 1: 33% of kindergarten students did not meet grade level standards on the BAS assessment.

Root Cause 1: There was a lack of guided reading resources and a need for explicit phonics instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 23% of first grade students did not meet grade level standards in numeracy on the early math assessment.

Root Cause 2: Students entering second grade are struggling with numeracy and there is no built in intervention time to fill gaps for students below grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023.

Root Cause 3: The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 50% of Economically Disadvantaged students did not meet standards on the 4th grade STAAR Reading Assessment.

Root Cause 4: Families had limited outside resources to support their children at home. The new item types and online test were a challenge for our students who were below level in reading and writing.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 34% of third grade students did not meet grade level on the STAAR Math test.

Root Cause 5: The new item types and online test were a challenge for all students, and students entering third grade struggling with early math numeracy skills

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Parents have expressed that they would like more opportunities to engage with their child's teacher and receive feedback about how their child is doing academically and socially.

Root Cause 6: Parent Conferences were not required last year, which caused a lack of communications between the school and home. Because many assignments and assessments have switched to online in third and fourth grades, parents aren't receiving a lot of work in Tuesday folders which was a form of tangible communication and feedback their child's learning.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Bush has had an increase of students brought to MTSS/RTI for behavior. Teachers have reported that they have seen an increase of students that are lacking social emotional skills.

Root Cause 7: There is a lack of time dedicated to teaching behavior expectations and social emotional learning.

Problem Statement 7 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 65 to 70%.

High Priority

HB3 Goal

Evaluation Data Sources: District assessment data, CFAs, campus assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Effectively utilize Guided Reading and Strategy Groups as an instructional strategy to improve student reading levels. Strategy's Expected Result/Impact: targeted small group reading instruction will increase student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Literacy Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Campus Literacy Coach - State Comp Ed - \$19,510.85, Literacy Resources for small group instruction - Title III - \$2,125</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize a tutor to pull students for an additional small group during WIN time. Strategy's Expected Result/Impact: targeted small group instruction will increase student reading levels and achievement Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Problem Statements: Student Achievement 3 Funding Sources: Tutor - State Comp Ed - \$3,355</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023. Root Cause: The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 66 to 75%.

High Priority

HB3 Goal

Evaluation Data Sources: District assessment data, CFAs, campus assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize Dreambox to help improve their math skills.</p> <p>Strategy's Expected Result/Impact: increased student understanding and increased math achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Math Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p> <p>Funding Sources: Campus Math Coach - State Comp Ed - \$81,947.60</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 5: 34% of third grade students did not meet grade level on the STAAR Math test. Root Cause: The new item types and online test were a challenge for all students, and students entering third grade struggling with early math numeracy skills</p>





Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percentage of second grade students that achieve the Meets level on the EOY BAS from 67% to 75%.

HB3 Goal

Evaluation Data Sources: BAS assessment data, running record data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Effectively utilize Guided Reading and Strategy Groups as strategies to improve student reading levels.</p> <p>Strategy's Expected Result/Impact: targeted small group instruction will increase reading levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Literacy Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Campus Literacy Coach - State Comp Ed - \$19,510.85, Literacy Resources for small group instruction - Title III - \$2,125</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: 33% of kindergarten students did not meet grade level standards on the BAS assessment. Root Cause: There was a lack of guided reading resources and a need for explicit phonics instruction.</p>

Goal 1: Student Achievement and Post-Secondary Success





CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percentage of First Grade students that achieve the Meets level in numeracy on the EOY Early Math Assessment from a 77% to 80%.

High Priority

HB3 Goal

Evaluation Data Sources: BAS Levels, running records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Small Group Instruction during Guided Math to target students individual needs. Strategy's Expected Result/Impact: increased student understanding and math skills Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Math Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Campus Literacy Coach - State Comp Ed - \$19,510.85</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 2: 23% of first grade students did not meet grade level standards in numeracy on the early math assessment. Root Cause: Students entering second grade are struggling with numeracy and there is no built in intervention time to fill gaps for students below grade level.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of 4th Grade Economic Disadvantaged students that achieve the Meets level on the 2024 STAAR Reading Assessment from 50% to 55%.

Evaluation Data Sources: District assessment data, CFAs, campus assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize targeted small group instruction during the intervention block.</p> <p>Strategy's Expected Result/Impact: improved math skills and increased reading levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Literacy Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Campus Literacy Coach - State Comp Ed - \$19,510.85</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 5 Problem Statements:





Student Achievement
<p>Problem Statement 4: 50% of Economically Disadvantaged students did not meet standards on the 4th grade STAAR Reading Assessment. Root Cause: Families had limited outside resources to support their children at home. The new item types and online test were a challenge for our students who were below level in reading and writing.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Campus leaders will engage in ongoing observation and feedback cycles from Leverage Leadership.

Evaluation Data Sources: Walk-through calendar, growth focus, T-TESS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Leverage Leadership observation framework and Get Better Faster waterfall document.</p> <p>Strategy's Expected Result/Impact: increased teacher capacity and effectiveness</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: 33% of kindergarten students did not meet grade level standards on the BAS assessment. Root Cause: There was a lack of guided reading resources and a need for explicit phonics instruction.</p>
<p>Problem Statement 2: 23% of first grade students did not meet grade level standards in numeracy on the early math assessment. Root Cause: Students entering second grade are struggling with numeracy and there is no built in intervention time to fill gaps for students below grade level.</p>
<p>Problem Statement 3: Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023. Root Cause: The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.</p>
<p>Problem Statement 4: 50% of Economically Disadvantaged students did not meet standards on the 4th grade STAAR Reading Assessment. Root Cause: Families had limited outside resources to support their children at home. The new item types and online test were a challenge for our students who were below level in reading and writing.</p>
<p>Problem Statement 5: 34% of third grade students did not meet grade level on the STAAR Math test. Root Cause: The new item types and online test were a challenge for all students, and students entering third grade struggling with early math numeracy skills</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audit documentation





Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain and document all purchases made using budget funds, grant funds, and activity funds. Strategy's Expected Result/Impact: well documented inventory and a clean audit of spending Staff Responsible for Monitoring: Principal, Secretary	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Use awarded vendors (with the exception of specialty items approved in advance by purchasing) for all purchases. Strategy's Expected Result/Impact: clean audit of spending Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Evaluation Data Sources: Teacher certifications, T-TESS evaluations, Professional Development portfolio

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend all job fairs as available. Strategy's Expected Result/Impact: highly qualified teachers hired for open positions Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Implement age-appropriate strategies to help support students with behavioral concerns.

High Priority

Evaluation Data Sources: Referral data, Morning Meeting lesson plans, Counselor Advisory meeting notes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Foundations team, with the help of the Counselor Advisory Committee, will implement Morning Meetings. Strategy's Expected Result/Impact: decreased disciplinary infractions and improved campus and classroom culture Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p> <p>Problem Statements: Culture and Climate 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Culture and Climate
<p>Problem Statement 1: Bush has had an increase of students brought to MTSS/RTI for behavior. Teachers have reported that they have seen an increase of students that are lacking social emotional skills. Root Cause: There is a lack of time dedicated to teaching behavior expectations and social emotional learning.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase opportunities for parents to engage with their child's education.

Evaluation Data Sources: Campus events, conference schedules, volunteer opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Social Media as a way to increase communication on daily school activities. Strategy's Expected Result/Impact: Increased parent involvement and engagement Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Secretary Problem Statements: Parent and Community Engagement 1</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parents have expressed that they would like more opportunities to engage with their child's teacher and receive feedback about how their child is doing academically and socially. Root Cause: Parent Conferences were not required last year, which caused a lack of communications between the school and home. Because many assignments and assessments have switched to online in third and fourth grades, parents aren't receiving a lot of work in Tuesday folders which was a form of tangible communication and feedback their child's learning.</p>





Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Teachers will implement Benchmark Phonics instruction as a component of CISD Reads.

High Priority

Evaluation Data Sources: Assessment data, lesson plans, observation data, mCLASS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus and district instructional coaches will provide phonics training on Benchmark Phonics to help teachers implement high quality phonics lessons.</p> <p>Strategy's Expected Result/Impact: increased reading, spelling, and writing skills</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Literacy Coach</p> <p>Problem Statements: Student Achievement 1, 3</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: 33% of kindergarten students did not meet grade level standards on the BAS assessment. Root Cause: There was a lack of guided reading resources and a need for explicit phonics instruction.</p>
<p>Problem Statement 3: Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023. Root Cause: The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Teachers will implement technology such as Book Creator to enhance student learning and creativity in the classroom.

Evaluation Data Sources: Lesson plans, observation data, technology lab lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The school media specialist, technology lab teacher, and district technology coach will support teachers with the implementation of district approved technology software in classrooms.</p> <p>Strategy's Expected Result/Impact: enhanced student learning and creativity in the classroom</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Student Achievement 1, 3</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 33% of kindergarten students did not meet grade level standards on the BAS assessment. Root Cause: There was a lack of guided reading resources and a need for explicit phonics instruction.</p> <p>Problem Statement 3: Third grade STAAR Reading scores decreased from 69% in 2021-2022 to 64% in 2022-2023. Root Cause: The new item types and online test were a challenge for all students, as were the new short and extended constructed responses for our third grade students.</p>

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources for small group instruction		\$2,125.00
1	3	1	Literacy Resources for small group instruction		\$2,125.00
Sub-Total					\$4,250.00
Budgeted Fund Source Amount					\$4,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Literacy Coach		\$19,510.85
1	1	2	Tutor		\$3,355.00
1	2	1	Campus Math Coach		\$81,947.60
1	3	1	Campus Literacy Coach		\$19,510.85
1	4	1	Campus Literacy Coach		\$19,510.85
1	5	1	Campus Literacy Coach		\$19,510.85
Sub-Total					\$163,346.00
Budgeted Fund Source Amount					\$163,346.00
+/- Difference					\$0.00
Grand Total Budgeted					\$167,596.00
Grand Total Spent					\$167,596.00
+/- Difference					\$0.00