



# Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Bush Elementary

Rating: A

## GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

*MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL*

### ACCOUNTABILITY

**DOMAIN I: STUDENT ACHIEVEMENT** - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN II: SCHOOL PROGRESS** - *Measures district and campus outcomes in two areas:*

**Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

**Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

**DOMAIN III: CLOSING THE GAPS** - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

### Distinction Designations Earned:

- ELA/Reading
- Mathematics
- Postsecondary Readiness
- Comparative Closing the Gap

### ALL STUDENT POPULATIONS

#### PERFORMANCE OBJECTIVE:

- 96% of all students will achieve Approaching Grade Level or above.
- 80% will achieve Meets Grade Level or above.
- 54% will achieve Masters Grade Level or above.

#### STRATEGY DESCRIPTION(S):

##### Reading Strategy:

- In grades K-3, implement the reading workshop model of instruction using the Units of Study and guided reading within the context of the reading workshop.
- In grade 4, expand the use of guided reading to meet the individual instructional needs of students. Teachers begin study of reading workshop and the Units of Study.

##### Writing Strategy:

- Focus on authentic means of writing by expanding the use of the writing workshop.
- Units of Study in writing will be the primary tool to develop the writing workshop.

##### Math Strategy:

- Expand the use of guided math to meet the individual and specific instructional needs of students.



## READING/ELA

### PERFORMANCE OBJECTIVE:

- 74% of students receiving special education services will achieve Approaching Grade Level or above.
- 58% of students receiving special education services will achieve Meets Grade Level or above.
- 84% of EL students will achieve Approaching Grade Level or above.
- 50% of EL students will achieve Meets Grade Level or above.

### STRATEGY DESCRIPTION(S):

- Work to align resource instruction with Reading Workshop model.
- Examine levels of support on an individual basis and work to improve collaboration between in-class support and classroom teachers.
- Provide targeted guided reading support for EL students and students receiving special education services.

## WRITING

### PERFORMANCE OBJECTIVE:

- 80% of students receiving special education services will achieve Approaching Grade Level or above.
- 67% of students receiving special education services will achieve Meets Grade Level or above.
- 77% of EL students will achieve Approaching Grade Level or above.
- 40% of EL students will achieve Meets Grade Level or above.

### STRATEGY DESCRIPTION(S):

- Focus on authentic means of writing by expanding the use of the writing workshop.
- Units of Study in writing will be the primary tool to develop the writing workshop.

## MATH

### PERFORMANCE OBJECTIVE:

- 80% of students receiving special education services will achieve Approaching Grade Level or above.
- 60% of students receiving special education services will achieve Meets Grade Level or above.
- 90% of EL students will achieve Approaching Grade Level or above.
- 75% of EL students will achieve Meets Grade Level or above.

### STRATEGY DESCRIPTION(S):

- Expand the use of guided math to meet the individual and specific instructional needs of students.

## SOCIAL STUDIES

### PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

### STRATEGY DESCRIPTION(S):

- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Provide teachers with additional planning to ensure that students incorporating best practices and language arts integration into social studies instruction.

## SCIENCE

### PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

### STRATEGY DESCRIPTION(S):

- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.



## HEALTH

**PERFORMANCE OBJECTIVE:** 80% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

**STRATEGY DESCRIPTION(S):**

- Students will participate in regular lessons including MVPA (moderate to vigorous physical activity) for at least 70% of physical education class time.

## AT-RISK AND SPECIAL POPULATIONS

**STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)**

- Implement Do The Math as a means of supporting students receiving special education services (in addition to other general education students) in the area of mathematics.
- Implement GT Pullout Pilot Program to meet both academic and social/emotional needs of students identified as gifted and talented.

## POSTSECONDARY READINESS INDICATORS

### POST-SECONDARY READINESS

Attendance rate will increase from 97.1% in 2018/19 to 98% in 2019/20.

**Meet eligible campus Academic Achievement Distinction Designations (AADD)**

*50% of indicators will be in top quartile*

**Meet Top 25% in Student Progress Distinction Designations**

*Top quartile of campus comparison group in performance for student progress*

**Meet Top 25% in Closing Performance Gaps Distinction Designations**

*Top quartile of campus comparison group in performance for closing performance gaps*

**Meet eligible Postsecondary Readiness Distinction Designations**

*50% of indicators will be in top quartile*

### PERFORMANCE OBJECTIVE:

Attendance rate will increase from 97.1 in 2018/19 to 98% in 2019/20.

### STRATEGY DESCRIPTION(S):

Continue to monitor attendance and provide incentives for regular attendance.

## FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language

Acquisition Model for Bilingual Education Programs, Gifted & Talented, Rtl, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation

Professional learning opportunities provided throughout the year.



## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

Principal, Assistant Principal, Counselor

## Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

**PERFORMANCE OBJECTIVE:** To recruit, retain and develop highly qualified teachers and staff for all students.

### STRATEGY DESCRIPTION(S):

- Recruit highly qualified staff throughout the year and by participating in the CISD job fair.
- Retain highly qualified staff through on-going, job embedded professional learning and by focusing on school culture.

<b>Financial Resources</b>	Campus budget, Teacher Activity Fund, Title III
<b>Additional Resources</b>	Position Control Reports, Allocation Reports
<b>Monitoring Timeline</b>	November, January, March
<b>Formative Evaluation</b>	HQ data from Human Resources
<b>Summative Evaluation</b>	TAPR, HQ Report to TEA
<b>Project Managers</b>	Principal, Assistant Principal

## Goal 3: PARENTS AND COMMUNITY

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

### STRATEGY DESCRIPTION(S):

- Collaborate with PTO to support the instructional and social/emotional programs of the school.
- Provide regular communication with the community through school newsletter, marquee, email, and social media.

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

## Goal 4: SAFE SCHOOLS

**PERFORMANCE OBJECTIVE:** To provide a safe and orderly school environment conducive to learning for all students and staff.

### STRATEGY DESCRIPTION(S):

- Participate in Foundations trainings and bring the work of Foundations to the whole school community.
- Conduct regular safety drills and employ tabletop drills during faculty meetings.

<b>Financial Resources</b>	Campus budget
<b>Additional Resources</b>	Emergency operations plan
<b>Monitoring Timeline</b>	Formative- November, January; Summative - July
<b>Formative Evaluation</b>	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and



**CONROE**  
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SCHOOL DISTRICT

**Summative Evaluation** safety drills for campus  
Clean safety audit  
**Project Manager(s):** Principal, Assistant Principal

## Goal 5: TECHNOLOGY

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

### STRATEGY DESCRIPTION(S):

- Provide professional learning opportunities related to instructional technology
- Model the use of instructional technology in faculty meetings, staff trainings, and other campus events.

**Financial Resources** Campus budget, Title Funds  
**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



# STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
Provide targeted academic support for students identified as at-risk.	Academic Tutorials	\$2,500.00	0.05
Provide additional reading materials at student instructional reading level for students identified at-risk.	Instructional Materials for At-Risk Students	\$4,010.00	0.00
	<b>TOTAL SCE</b>	<b>\$6,510.00</b>	<b>0.00</b>

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
Provide targeted academic support for students identified as English Learners.	Academic Tutorials	\$1,500.00	0.03
Provide technology resources to support English language acquisition for English Learners.	Technology	\$500.00	0.00
Provide additional reading materials at student instructional reading level for students identified as English Learners.	Books	\$500.00	0.00
Provide additional instructional materials for students identified as English Learners.	Instructional Materials	\$500.00	0.00
	<b>TOTAL Title III EL</b>	<b>\$3,000.00</b>	<b>0.03</b>



# Data Summary Report 2019-2020

Elementary/Intermediate Campus: Bush Elementary

## ACCOUNTABILITY

### DOMAIN I – STUDENT ACHIEVEMENT

#### 2018-2019 Performance:

94% scored Approaches Grade Level Standards  
75% scored Meets Grade Level Standards  
49% scored Masters Grade Level Standards

#### 2019-2020 Goals:

96% will score Approaches Grade Level Standards  
80% will score Meets Grade Level Standards  
54% will score Masters Grade Level Standards

### DOMAIN II – SCHOOL PROGRESS

#### 2018-2019 Performance:

79% Met Expected or Accelerated Growth Measure

#### 2019-2020 Goals:

83% Will meet Expected or Accelerated Growth Measure

### DOMAIN III – CLOSING THE GAPS

## ALL STUDENTS – ALL SUBJECTS

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

77% scored Approaches Grade Level Standards  
54% scored Meets Grade Level Standards  
30% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

73% scored Approaches Grade Level Standards  
56% scored Meets Grade Level Standards  
35% scored Masters Grade Level Standards

##### **Focus Student Group: EL**

84% scored Approaches Grade Level Standards  
53% scored Meets Grade Level Standards  
22% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

80% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
35% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

78% will score Approaches Grade Level Standards  
60% will score Meets Grade Level Standards  
40% will score Masters Grade Level Standards

##### **Focus Student Group: EL**

88% will score Approaches Grade Level Standards  
57% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards

## READING/ELA

#### 2018-2019 Performance:

##### Economically Disadvantaged Students

76% scored Approaches Grade Level Standards  
61% scored Meets Grade Level Standards  
29% scored Masters Grade Level Standards

##### **Focus Student Group: Special Education**

69% scored Approaches Grade Level Standards  
53% scored Meets Grade Level Standards  
44% scored Masters Grade Level Standards

##### **Focus Student Group: EL**

88% scored Approaches Grade Level Standards  
47% scored Meets Grade Level Standards  
18% scored Masters Grade Level Standards

#### 2019-2020 Goals:

##### Economically Disadvantaged Students

80% will score Approaches Grade Level Standards  
65% will score Meets Grade Level Standards  
33% will score Masters Grade Level Standards

##### **Focus Student Group: Special Education**

74% will score Approaches Grade Level Standards  
58% will score Meets Grade Level Standards  
50% will score Masters Grade Level Standards

##### **Focus Student Group: EL**

84% will score Approaches Grade Level Standards  
50% will score Meets Grade Level Standards  
25% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p><u>61%</u> scored Approaches Grade Level Standards</p> <p><u>33%</u> scored Meets Grade Level Standards</p> <p><u>6%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>75%</u> scored Approaches Grade Level Standards</p> <p><u>63%</u> scored Meets Grade Level Standards</p> <p><u>6%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>73%</u> scored Approaches Grade Level Standards</p> <p><u>36%</u> scored Meets Grade Level Standards</p> <p><u>9%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p><u>65%</u> will score Approaches Grade Level Standards</p> <p><u>38%</u> will score Meets Grade Level Standards</p> <p><u>15%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>80%</u> will score Approaches Grade Level Standards</p> <p><u>67%</u> will score Meets Grade Level Standards</p> <p><u>10%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>77%</u> will score Approaches Grade Level Standards</p> <p><u>40%</u> will score Meets Grade Level Standards</p> <p><u>15%</u> will score Masters Grade Level Standards</p>

MATH

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p><u>85%</u> scored Approaches Grade Level Standards</p> <p><u>58%</u> scored Meets Grade Level Standards</p> <p><u>43%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>75%</u> scored Approaches Grade Level Standards</p> <p><u>56%</u> scored Meets Grade Level Standards</p> <p><u>41%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>88%</u> scored Approaches Grade Level Standards</p> <p><u>71%</u> scored Meets Grade Level Standards</p> <p><u>35%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p><u>90%</u> will score Approaches Grade Level Standards</p> <p><u>65%</u> will score Meets Grade Level Standards</p> <p><u>45%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>80%</u> will score Approaches Grade Level Standards</p> <p><u>60%</u> will score Meets Grade Level Standards</p> <p><u>45%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>90%</u> will score Approaches Grade Level Standards</p> <p><u>75%</u> will score Meets Grade Level Standards</p> <p><u>40%</u> will score Masters Grade Level Standards</p>

SOCIAL STUDIES

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b></p> <p><u>n/a%</u> scored Approaches Grade Level Standards</p> <p><u>n/a%</u> scored Meets Grade Level Standards</p> <p><u>n/a%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>n/a%</u> scored Approaches Grade Level Standards</p> <p><u>n/a%</u> scored Meets Grade Level Standards</p> <p><u>n/a%</u> scored Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>n/a%</u> scored Approaches Grade Level Standards</p> <p><u>n/a%</u> scored Meets Grade Level Standards</p> <p><u>n/a%</u> scored Masters Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b></p> <p><u>n/a%</u> will score Approaches Grade Level Standards</p> <p><u>n/a%</u> will score Meets Grade Level Standards</p> <p><u>n/a%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: Special Education</b></p> <p><u>n/a%</u> will score Approaches Grade Level Standards</p> <p><u>n/a%</u> will score Meets Grade Level Standards</p> <p><u>n/a%</u> will score Masters Grade Level Standards</p> <p><b>Focus Student Group: EL</b></p> <p><u>n/a%</u> will score Approaches Grade Level Standards</p> <p><u>n/a%</u> will score Meets Grade Level Standards</p> <p><u>n/a%</u> will score Masters Grade Level Standards</p>





SCIENCE

**2018-2019 Performance:**

**Economically Disadvantaged Students**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% scored Approaches Grade Level Standards

0% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**Focus Student Group: EL**

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

**2019-2020 Goals:**

**Economically Disadvantaged Students**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: Special Education**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

**Focus Student Group: EL**

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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