

# **Bushland Independent School District**

## **District Improvement Plan**

### **2016-2018**

**Accountability Rating: Met Standard**



**Board Approval Date:** October 21, 2015  
**Public Presentation Date:** October 21, 2015

# **Mission Statement**

**BUSHLAND SCHOOLS WILL COLLABORATIVELY FOSTER OPPORTUNITIES FOR EVERY STUDENT TO SUCCESSFULLY  
ACHIEVE THEIR GREATEST POTENTIAL.**

## **Vision**

**BUSHLAND STUDENTS TODAY...LEADERS TOMORROW**

## **Slogan**

**WE CAN!**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The administrative team and the district site-based decision-making committee both participate in comprehensive needs assessments. The critical issues that emerged for the district were growing pains (aging facilities, staff growth vs. student growth, and transportation), meeting the needs of each individual student, and communication.

# Demographics

## Demographics Summary

According to the 2014-2015 Texas Academic Performance Report, Bushland ISD's ethnic distribution is the following: 0.6% African-American, 12.7% Hispanic, 83.5% White, 0.5% American Indian, 0.5% Asian, 0% Pacific Islander, and 2.2% Two or More Races. 21.1% of students in the district are Economically Disadvantaged, 0.7% are English Language Learners (ELL), and 24.9% are At-Risk. 0.6% of students are served through the ESL program, 44.8% are served through CTE, 8.9% are served through GT, and 8.2% are served through Special Education. The number of students per teacher average is 12.0.

## Demographics Strengths

- Student schedules are developed to meet the needs of the district's demographics.
- All students are closely tracked.
- Special Education students are doing well on the state assessments.

## Demographics Needs

- The district needs to have an increased awareness of the growth in population and changes in demographics that are occurring.
- The district must disaggregate the data on state assessments for different sub-populations and look to increase achievement for different sub-populations compared to all students.

# Student Achievement

## Student Achievement Summary

Many data sources are used to understand student performance. For the 2015-2016 year, Bushland ISD met standards in all areas of the state accountability summary - student achievement, student progress, closing performance gaps, and postsecondary readiness. The district met 100% for system safeguard indicators in participation rates graduation rates and met federal limits on alternative assessments. The district met 83% for system safeguard indicators in performance rates because of Special Education scores in Reading, Mathematics, Writing, and Science. According to the ACT College Readiness letter for 2016, our ACT scores increased overall and in Math, Reading, and Science individually. ACT scores were also above the state average overall and in each subject area individually.

## Student Achievement Strengths

- STAAR Level II scores at or above 95%: 4th Math, 5th Math, 8th Algebra I, Biology, US History
- STAAR Level III scores at or above 30%: 3rd Reading, 4th Reading, 5th Reading, 8th Reading, 4th Math, 8th Algebra I, 4th Writing, US History
- STAAR Level II Sub-population scores at or above 95%: 4th Math Hispanic, 8th Math Two or More Races, Algebra I Hispanic, Algebra I Two or More Races, 8th Science Two or More Races, Biology White, Biology Two or More Races, Biology Eco Disadvantaged, Biology At-Risk
- Higher than the state percentages in all areas except: 8th Reading Level III, English II Level III, 8th Math Level III, Algebra I Level III, 5th Science Level III, 8th Science Level III, Biology Level III
- Increase in achievement from previous year: 4th Reading Level II, 8th Reading Level II, English II Level II, 4th Reading Level III, 6th Reading Level III, 7th Reading Level III, 4th Math Level II, 5th Math Level II, 6th Math Level II, 8th Math Level II, Algebra I Level II, 4th Math Level III, 5th Math Level III, 6th Math Level III, 7th Math Level III, 8th Algebra I Level III, 4th Writing Level II, 4th Writing Level III, 7th Writing Level III, 5th Science Level II, Biology Level II, 8th Social Studies Level III, US History Level III

## Student Achievement Needs

- The district needs to increase STAAR Level III percentages.
- The district needs to target Economically Disadvantaged and At-Risk sub-populations for increasing achievement.
- The district needs to increase 8th grade STAAR Level II percentages.

# **District Culture and Climate**

## **District Culture and Climate Summary**

Campuses in Bushland ISD have a history reflecting positive climates and cultures. The District continues to grow and with growth on the campuses, changes in culture are being observed. It will be important for the District to understand the culture and climate and find ways to meet the needs of students and communities. Doing so will result in happier, more productive and successful students.

## **District Culture and Climate Strengths**

- The District has improved communication within and outside of the campuses.

## **District Culture and Climate Needs**

- The District needs to administer a student survey about school climate.
- The District needs to focus on increasing staff morale.
- The District needs to ensure that communication is consistent.



# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Bushland ISD seeks to hire instructional staff who are highly qualified/certified in both content that is taught and pedagogy. Staff development and professional learning communities are designed to assist staff members in understanding instructional rigor and its relationship to post-secondary readiness. The District focuses on the recruitment and retention of teachers and paraprofessionals who are dedicated to this end.

## **Staff Quality, Recruitment, and Retention Strengths**

- The District has implemented strategies to ensure every staff member that is hired meets the state requirements for the subject/grade level of instruction.

## **Staff Quality, Recruitment, and Retention Needs**

- The District needs to ensure every teacher hired is fully certified.
- The District needs to continue to improve communication both internally and externally.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Bushland ISD uses the TEKS Resource System as its curriculum management system. The district strives to provide a guaranteed and viable curriculum that emphasizes more alignment as grade-level and content Professional Learning Communities build a stronger understanding of curriculum, instruction, and assessment.

## **Curriculum, Instruction, and Assessment Strengths**

- Interventions and differentiation are in place at campuses.

## **Curriculum, Instruction, and Assessment Needs**

- The District needs to continue to offer staff development over curriculum and instructional strategies.
- The District needs to continue to effectively establish Professional Learning Communities focusing on student achievement.

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Bushland ISD benefits from high levels of parental involvement and we recognize that student success is directly tied to the involvement of parents in all facets of a child's education. Each campus provides opportunities for parents to volunteer and be involved. The Bushland PTO and the Bushland Booster Clubs work with the schools to identify areas of need and raise funds to enhance academic and extracurricular programs. Also, parents and community members serve as mentors and tutors and they participate in our job shadowing program. Parents participate in Site-Based Decision Making Teams (i.e., where we continue to develop ideas for involving more parents).

## **Parent and Community Engagement Strengths**

- Community meetings/open house at campuses
- Multiple communication channels, i.e., website, parent portal, call-out system, social media

## **Parent and Community Engagement Needs**

- The District needs to revisit the volunteer program.

# District Context and Organization

## District Context and Organization Summary

The context and organization of Bushland ISD are the processes, structures, decision-making, and overall leadership of the District. The District has a vision and mission that supports the organization. Leadership and staff respond to student struggles. All staff have a voice in decision making and school policies through various committees including but not limited to site-based teams, technology, and capital improvements.

## District Context and Organization Strengths

- Various committees involving staff, students, parents, and community members
- Various methods of communication
- Involving stakeholders in decision making

## District Context and Organization Needs

- The District needs to continue to effectively establish Professional Learning Communities focusing on student achievement.
- The District needs to continue to focus on our vision, mission, and a strategic plan for improvement.

# Technology

## Technology Summary

Bushland ISD is a one-to-one district where all K-6 students have iPads and all 7th-12th graders have Chromebooks/laptops. The vision is that all students will have access to technology at all times to enhance 21st-century learning and prepare students for post-secondary readiness.

## Technology Strengths

- Willingness of staff to learn about and use technology during instruction
- Technology staff to help provide staff development and assist in trouble shooting and implementation of technology
- Professional development provided to staff for implementing technology

## Technology Needs

- The District needs to continue to provide staff development on technology based on differing levels of staff.
- The District needs to continue to strengthen the technology infrastructure.
- The District needs to continue to improve technical support to staff for implementing technology.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 End-of-Course current and longitudinal results, including all versions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- 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
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **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







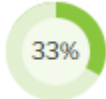





# Goals

## Goal 1: Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.

**Performance Objective 1:** Review policies and procedures for the identification, placement, use of instructional strategies, and assessment of students served in support programs.

**Evaluation Data Source(s) 1:** Policy and procedure manuals, number of students served in support programs, TEA Accountability data, PBMAS report, professional development records

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
<b>State System Safeguard Strategy</b> 1) Review and edit current policies and procedures for support programs (Dyslexia, GT, 504, Special Ed, Migrant, ELL, Homeless, and At-Risk) in accordance to local, state, and federal guidelines.	Support Program Coordinators, Special Ed Director, Assistant Superintendent	Updated policy manuals for support programs			
<b>State System Safeguard Strategy</b> 2) Evaluate accommodation needs of all students based on data to plan for instruction and assessment.	Support Program Coordinators, Special Ed Director, instructional staff	Documentation of services provided, number of students receiving support in programs			
<b>State System Safeguard Strategy</b> 3) Align IEP goals and objectives with grade-level TEKS to ensure students are receiving grade-level instruction as required by the state of Texas.	Special Ed Director, ARD committee, instructional staff	Lesson plans, IEPs			
4) Ensure that teachers responsible for providing instruction to gifted students have received the required 30 hour GT training and 6 hour update training.	GT coordinator	Training certificates of completion			

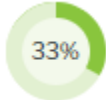











Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>					

**Goal 1:** Bushland ISD will provide the highest standard of education for all students through programs and strategies that meet the needs of our demographic makeup.

**Performance Objective 2:** Increase the percentage at Level II or above for all subjects to 80% or higher on STAAR for all sub-populations.

**Evaluation Data Source(s) 2:** TEA Accountability data

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective







Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Provide intervention services for students based on progress monitoring data and assessment data.	Campus principals, campus intervention staff	Documented interventions			
2) Provide structured tutorials during school and after school for students identified in need of support (SSI, At-Risk, Economically Disadvantaged, etc.).	Campus principals, instructional staff	Tutorial attendance records			
3) Provide professional development opportunities for instructional staff to address areas of concern based on state assessment data for addressing instructional needs of sub-populations (Hispanic, Special Ed, At-Risk, Economically Disadvantaged)	Campus principals, Assistant Superintendent	Training agendas and sign-in sheets			
 = Accomplished  = No Progress  = Discontinue					

## Goal 2: Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

**Performance Objective 1:** Increase the percentage at Level III for all subjects to 20% or higher on STAAR.

**Evaluation Data Source(s) 1:** TEA Accountability data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective







Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Ensure rigorous instruction by improving questioning strategies, building vocabulary, student engagement, and differentiation strategies for increasing student achievement.	Assitant Superintendent, campus principals	Lesson plans, walkthrough data			
 = Accomplished  = No Progress  = Discontinue					

**Goal 2:** Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

**Performance Objective 2:** Meet 100% of Indicators on System Safeguards for state accountability.

**Evaluation Data Source(s) 2:** TEA Accountability data

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective













Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
<b>State System Safeguard Strategy</b> 1) Conduct a data analysis and needs assessment and develop improvement strategies to address areas not meeting state expectations of systems safeguards, Special Ed reading, math, writing, and science performance rates.	Assistant Superintendent, Special Education Director, campus principals, instructional staff	Targeted improvement and action plans			
<div>  = Accomplished            = No Progress            = Discontinue         </div>					

**Goal 2:** Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

**Performance Objective 3:** Implement a system of interventions district-wide in accordance with NCLB guidelines for RtI.

**Evaluation Data Source(s) 3:** RtI plans, student reports

**Summative Evaluation 3:**








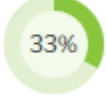
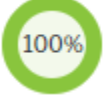






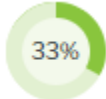


Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) A district-level resource and strategy list will be developed for staff to utilize.	Campus RtI team, Assistant Superintendent	Written RtI resource/strategy list			
2) DMAC will be utilized for RtI student plans to ensure appropriate goals, resources, and strategies are being written and carried out by campus staff.	Campus RtI team, campus principals	RtI student plans in DMAC			
3) Implement a structured RtI program at the secondary campuses.	Campus RtI team, campus principals	RtI student plans in DMAC			
 = Accomplished  = No Progress  = Discontinue					

**Goal 2:** Bushland ISD will implement strategies to ensure all students reach their highest level of academic potential and transition successfully to their next endeavor.

**Performance Objective 4:** Provide guidance and ensure all students are adequately prepared to move to the next level, including the next campus, college, and the work force.

**Evaluation Data Source(s) 4:** Counseling documentation, PGPs, master schedules

**Summative Evaluation 4:** Exceeded Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Understand and ensure that Index 4, Postsecondary Readiness, of the state accountability system is met and regulations from House Bill 5 are implemented.	Superintendent, Assistant Superintendent, campus principals, counselors	TEA Accountability Reports			
2) Develop a survey tool to monitor former students in an effort to better evaluate preparatory programs.	Assistant Superintendent, counselors	Survey and data			
3) Increase Pre-AP/AP and Dual Credit course offerings.	Campus principals, Assistant Superintendent, instructional staff	Master schedule, course catalog			
4) Ensure that each 8th grader has a graduation plan in place and has chosen an endorsement by the beginning of their 9th grade year.	Campus principals, counselors	8th grade graduation plans			
5) Ensure that each 11th grader has taken the TSI assessment or is exempt and provide a course in college preparatory mathematics and English Language Arts for students whose TSI results indicate that they are not ready to perform entry-level college coursework according to HB5.	Assistant Superintendent, campus principals, counselors	TSI test results, master schedule, course catalog			
6) Ensure all students in Advanced Academics courses receive instruction at the highest level of rigor to improve college entrance exam and advanced placement exam scores.	Assistant Superintendent, campus principals, counselors, instructional staff	ACT/SAT scores, AP exam scores			









Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div>✗</div></div><div>= Discontinue</div></div></div>					

### Goal 3: Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

**Performance Objective 1:** Gather data about school culture and climate to improve views and meet the needs of all students.

**Evaluation Data Source(s) 1:** Student survey data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

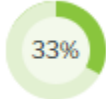








Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Create and administer a student, staff, and community survey concerning the culture and climate of schools to gather data for improvement in these areas.	Superintendent, Assistant Superintendent, campus principals, staff	Survey data			
 = Accomplished  = No Progress  = Discontinue					

**Goal 3:** Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

**Performance Objective 2:** Ensure that communication about programs and district initiatives is consistent and precise.

**Evaluation Data Source(s) 2:** Staff survey data

**Summative Evaluation 2:**







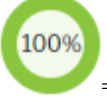


Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Administration will develop a shared understanding of a common vocabulary for district programs and initiatives to consistently communicate with staff, students, parents, and the community.	Superintendent, Program Directors, campus principals	Glossary of terms for district programs and initiatives			
2) Administration and staff will use all available means for communication with parents and community including technology (Twitter, Facebook, Email, Campus/District websites).	Superintendent, Program Directors, campus principals	Electronic communication records			
 = Accomplished  = No Progress  = Discontinue					

**Goal 3:** Bushland ISD will provide opportunities for collaboration and team development in order to promote a positive district wide culture for all stake holders in the learning community.

**Performance Objective 3:** Maintain, support, and continuously improve a safe and orderly environment for all staff and students.

**Evaluation Data Source(s) 3:** Training agendas and sign-in sheets, EOP flip chart, survey data

**Summative Evaluation 3:** Met Performance Objective

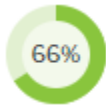


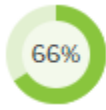








Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) The Reach 4 Greatness curriculum will be implemented at all campuses according to TEC 38.0041 and address student issues such as bullying, drug awareness/prevention, character, leadership, social media and internet safety, and sex education, dating violence, and suicide prevention.	Campus principals, counselors, campus staff, school resource officer	Campus calendar of events			
2) Revise and update Emergency Operations Plan and document implementation of drills such as tornado, fire, lock down, etc.	Superintendent, school resource officer, campus principals	EOP plan, EOP flip chart			
 = Accomplished  = No Progress  = Discontinue					

## Goal 4: Bushland ISD will establish priorities for hiring and evaluating highly qualified staff and provide training and support on a continuous basis.

**Performance Objective 1:** Provide training and support in order to recruit the most qualified personnel and have 100% fully certified and highly qualified paraprofessionals in the district.

**Evaluation Data Source(s) 1:** Teacher certifications, training agendas and sign-in sheets, highly qualified paraprofessionals worksheets

**Summative Evaluation 1:** Met Performance Objective



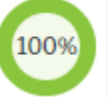



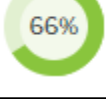





Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Implement consistent hiring procedures for reviewing applications and interviewing the most qualified applicants.	Superintendent, Program Directors, campus principals, human resources personnel	Written procedures, training agenda and sign-in sheet			
2) Review applications and interview applicants who already meet state certification requirements.	Superintendent, program directors, campus principals, human resources personnel	Application and interview documentation			
3) Evaluate and make changes to the hiring priorities in every position as HB5 continues to shape curricula and graduation requirements.	Superintendent, program directors, campus principals	master schedule			
 = Accomplished  = No Progress  = Discontinue					

**Goal 4:** Bushland ISD will establish priorities for hiring and evaluating highly qualified staff and provide training and support on a continuous basis.

**Performance Objective 2:** Create a consistent structure of required district professional development for all staff, including administration, teachers, and support staff.

**Evaluation Data Source(s) 2:** training agendas and sign-in sheets

**Summative Evaluation 2:** Met Performance Objective










Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Content of the First Year Teacher Academy will be reviewed and edited and be provided to all first year teachers and new hires from other districts.	Assistant Superintendent, program directors/coordinators, campus principals	Training agendas and sign-in sheets			
2) Substitute training will be provided online and required for all substitute teachers in the district.	Curriculum and Instruction Director	Training agendas and sign-in sheets			
3) Experienced teachers that have been nominated by campus principals will receive training and incentives to provide mentoring support to assigned new teachers in the district.	Assistant Superintendent, campus principals, teacher mentors	Training agendas and sign-in sheets, documentation of mentoring program activities			
 = Accomplished  = No Progress  = Discontinue					

**Goal 5: Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.**

**Performance Objective 1:** Implement an effective plan for conducting Professional Learning Communities that focus on increasing student achievement.

**Evaluation Data Source(s) 1:** PLC plan, PLC meeting agendas and minutes

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective







Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Include support program staff in content PLCs, including Dyslexia, GT, 504, Special Ed, Migrant, ELL, Homeless, and At-Risk.	Campus principals, support program coordinators	PLC agendas, sign-in sheets, and minutes			
2) Administration will develop a plan for implementing effective PLCs to increase student achievement.	Superintendent, Assistant Superintendent, Special Ed Director, campus principals	Administrative meeting agendas, campus PLC plans			
 = Accomplished  = No Progress  = Discontinue					

**Goal 5:** Bushland ISD will provide ongoing training, collaboration and implementation of innovative professional learning communities to foster a guaranteed and viable curriculum that incorporates best practices in instructional strategies and assessment for learning.

**Performance Objective 2:** 100% of professional development attended by staff will be aligned with the District and Campus Improvement Plans.

**Evaluation Data Source(s) 2:** Training agendas and sign-in sheets, certificates of completion

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Instructional staff will attend workshops and conferences aligned with district and campus goals and objectives.	Assistant Superintendent, campus principals	Workshop requests submitted to campus principals, certificates, training agendas and sign-in sheets			
 = Accomplished  = No Progress  = Discontinue					




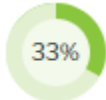







## Goal 6: Bushland ISD will improve family and community involvement by providing multiple sources and opportunities for communication to and from all stakeholders.

**Performance Objective 1:** Provide multiple platforms of communication for our community with opportunities for training to utilize district resources.

**Evaluation Data Source(s) 1:** Survey data, website and social media, sign-in sheets

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective













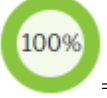


Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Information regarding House Bill 5 requirements will be disseminated to students and parents in meetings and on the district/campus websites.	Superintendent, program directors, campus principals, staff	Meeting agendas and minutes, website information			
2) Provide frequent communication with parents regarding student achievement via updated district/campus/teacher webpages, parent portal, emails and/or calls home, and teacher conferences.	Superintendent, program directors, campus principals, staff	Meeting agendas and minutes, contact documentation, parent portal, web pages			
 = Accomplished  = No Progress  = Discontinue					

**Goal 6:** Bushland ISD will improve family and community involvement by providing multiple sources and opportunities for communication to and from all stakeholders.

**Performance Objective 2:** Provide multiple opportunities for parent and community involvement in the education of students.

**Evaluation Data Source(s) 2:** Event sign-in sheets, volunteer lists, meeting agendas and sign-in sheets

**Summative Evaluation 2:** Met Performance Objective













Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) At least two parents, two community representatives, and two business representatives will serve on the district and campus site-based decision making committees.	Assistant superintendent, campus principals	Committee roster			
2) Information on how to join and become involved will be provided to parents and community members about parent/teacher organizations and booster clubs.	Campus principals	Communication logs including print and digital			
3) Create more opportunities and increase the numbers of parent/community volunteers.	Campus principals	Volunteer sign-in sheets			
4) Provide public communication forum opportunities to garner support for the mission, goals, and programs of the district.	Superintendent, Assistant Superintendent, campus principals	Meeting agendas and sign-in sheets			
 = Accomplished  = No Progress  = Discontinue					

## Goal 7: Bushland ISD will involve all stakeholders in developing an organizational structure that supports all instructional and extracurricular programs within our fiscal and legislative parameters.

**Performance Objective 1:** Develop a plan to prepare for future growth that identifies needs for facilities, staff, and programs.

**Evaluation Data Source(s) 1:** Written plan

**Summative Evaluation 1:** Met Performance Objective




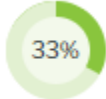





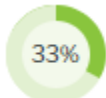





Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Solicit feedback from administrators regarding staffing needs for the 2017-2018 school year.	Superintendent, Business Manager, Assistant Superintendent, Athletic director, campus principals	Budget, justification of needs			
2) Utilize enrollment data and projections to anticipate future district growth and facility and program needs.	Superintendent, Business Manager, program directors	Enrollment reports			
3) Assign current faculty to the most appropriate and efficient position to meet needs and responsibilities of the district.	Superintendent, Business Manager, program directors, campus principals	Budget, program participation, justification of needs			
 = Accomplished  = No Progress  = Discontinue					

**Goal 7:** Bushland ISD will involve all stakeholders in developing an organizational structure that supports all instructional and extracurricular programs within our fiscal and legislative parameters.

**Performance Objective 2:** Evaluate the effectiveness of district programs and review policies and procedures to ensure consistency and purpose of outcomes.

**Evaluation Data Source(s) 2:** Student/Employee handbooks, administrative procedures manual, district policies and procedures manual

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective








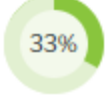




Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Make budgets available to appropriate staff and ensure understanding of funds and how they are to be spent.	Superintendent, Business Manager, Assistant Superintendent, program directors, campus principals	Budget information			
2) Conduct regular budget reviews to ensure fiscal stewardship of local, state, and federal dollars.	Superintendent, Business Manager, program directors	Annual audit of finances, balanced budget			
3) Create programs and activities to increase attendance rate to 96.5% in order to maximize school funding.	Superintendent, Business Manager, program directors, PEIMS Coordinator, campus principals, attendance clerks, counselors, teachers	Accountability reports, PEIMS attendance reports, annual audit of finances			
4) Conduct PEIMS data reviews to ensure students are coded correctly for PEIMS submissions to maximize school funding.	Business Manager, Assistant Superintendent, program directors, campus principals, attendance clerks, counselors, teachers	PEIMS reports			
 = Accomplished  = No Progress  = Discontinue					

## Goal 8: Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.

**Performance Objective 1:** Provide technology services required to implement all district initiatives.

**Evaluation Data Source(s) 1:** Documentation

**Summative Evaluation 1:** Met Performance Objective

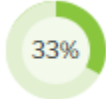





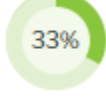
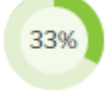
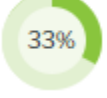



Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Monitor, evaluate, and upgrade hardware and network to support the infrastructure and remain functional and efficient.	Superintendent, Assistant Superintendent, Coordinator of Information Technology	Reliability and efficiency of network operations (computer, phone, etc.)			
2) Provide technical assistance to all staff in a timely and efficient manner.	Assistant Superintendent, Coordinator of Information Technology, Coordinator of Instructional Technology, technology assistants	Support tickets, staff feedback			
3) Provide information, training, assistance, and support to ensure that all staff can use technology efficiently and effectively.	Assistant Superintendent, Coordinator of Instructional Technology, Coordinator of Information Technology, technology assistants, campus principals	Support tickets, staff feedback, meeting agendas, minutes, and sign-in sheets, staff feedback			
 = Accomplished  = No Progress  = Discontinue					

**Goal 8:** Bushland ISD will provide all stakeholders with access to a technology infrastructure that supports both current and future needs.

**Performance Objective 2:** Implement an appropriate set of effective instructional strategies that integrate technology and prepare students to be successful in the 21st century.

**Evaluation Data Source(s) 2:** Walk-through data, lesson plans, training agendas and sign-in sheets, student/staff feedback

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
			Jan	Mar	June
1) Training will be provided for all administrators and staff on the implementation of Instructional Technology in the classroom.	Assistant Superintendent, Instructional Technology Coordinator	Training agendas and sign-in sheets			
2) Videos will be created to share and model technology instructional strategies for students, teachers, parents, and community.	Assistant Superintendent, Instructional Technology Coordinator	Created videos			
3) Instructional coaching will be conducted for teachers on implementing technology into lesson plans.	Assistant Superintendent, Instructional Technology Coordinator, campus principals	Coaching logs, walkthroughs			
 = Accomplished  = No Progress  = Discontinue					

# State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Review and edit current policies and procedures for support programs (Dyslexia, GT, 504, Special Ed, Migrant, ELL, Homeless, and At-Risk) in accordance to local, state, and federal guidelines.
1	1	2	Evaluate accommodation needs of all students based on data to plan for instruction and assessment.
1	1	3	Align IEP goals and objectives with grade-level TEKS to ensure students are receiving grade-level instruction as required by the state of Texas.
2	2	1	Conduct a data analysis and needs assessment and develop improvement strategies to address areas not meeting state expectations of systems safeguards, Special Ed reading, math, writing, and science performance rates.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.00.001.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$24,238.00
199.11.6119.00.041.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,052.00
199.11.6119.00.101.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,473.00
206.11.6119.00.101.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,093.00
211.11.6119.00.101.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,319.00
211.11.6119.01.101.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$8,403.00
255.11.6119.00.999.6.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,000.00
199.11.6129.00.041.6.24	6129 Salaries or Wages for Support Personnel	\$27,129.00
199.11.6141.00.001.6.24	6141 Social Security/Medicare	\$289.00
199.11.6141.00.041.6.24	6141 Social Security/Medicare	\$744.00
199.11.6141.00.101.6.24	6141 Social Security/Medicare	\$1,597.00
206.11.6141.00.101.6.24	6141 Social Security/Medicare	\$65.00
211.11.6141.00.101.6.24	6141 Social Security/Medicare	\$762.00
199.11.6142.00.101.6.24	6142 Group Health and Life Insurance	\$3,819.00
211.11.6142.00.101.6.24	6142 Group Health and Life Insurance	\$4,767.00
199.11.6142.00.001.6.24	6142 Group Health and Life Insurance	\$1,765.00
199.11.6142.00.041.6.24	6142 Group Health and Life Insurance	\$4,548.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6143.00.001.6.24	6143 Workers' Compensation	\$116.00
199.11.6143.00.041.6.24	6143 Workers' Compensation	\$265.00
199.11.6143.00.101.6.24	6143 Workers' Compensation	\$540.00
206.11.6143.00.101.6.24	6143 Workers' Compensation	\$24.00
211.11.6143.00.101.6.24	6143 Workers' Compensation	\$309.00
199.11.6144.00.001.6.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$838.00
199.11.6144.00.041.6.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,993.00
199.11.6144.00.101.6.24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,616.00
199.11.6146.00.001.6.24	6146 Teacher Retirement/TRS Care	\$838.00
199.11.6146.00.041.6.24	6146 Teacher Retirement/TRS Care	\$1,375.00
199.11.6146.00.101.6.24	6146 Teacher Retirement/TRS Care	\$3,208.00
206.11.6146.00.101.6.24	6146 Teacher Retirement/TRS Care	\$551.00
211.11.6146.00.101.6.24	6146 Teacher Retirement/TRS Care	\$6,440.00
<b>6100 Subtotal:</b>		<b>\$318,176.00</b>
<b>6200 Professional and Contracted Services</b>		
211.11.6219.00.101.6.24	6219 Professional Services	\$1,000.00
211.11.6219.01.101.6.24	6219 Professional Services	\$2,000.00
255.11.6239.00.101.6.24	6239 ESC Services	\$10,510.00
199.11.6239.00.001.6.24	6239 ESC Services	\$1,700.00
199.11.6239.00.041.6.24	6239 ESC Services	\$1,700.00
199.11.6239.00.101.6.24	6239 ESC Services	\$1,700.00
211.11.6239.00.101.6.24	6239 ESC Services	\$7,172.00
<b>6200 Subtotal:</b>		<b>\$25,782.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.001.6.24	6399 General Supplies	\$7,600.00
199.11.6399.00.041.6.24	6399 General Supplies	\$3,400.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6399.00.101.6.24	6399 General Supplies	\$200.00
199.11.6399.01.001.6.24	6399 General Supplies	\$785.00
199.11.6399.44.101.6.24	6399 General Supplies	\$200.00
199.11.6399.45.101.6.24	6399 General Supplies	\$1,953.00
199.11.6399.46.101.6.24	6399 General Supplies	\$295.00
199.11.6399.48.001.6.24	6399 General Supplies	\$1,200.00
206.11.6399.00.101.6.24	6399 General Supplies	\$1,902.00
211.11.6399.00.101.6.24	6399 General Supplies	\$9,866.00
211.11.6399.01.101.6.24	6399 General Supplies	\$1,000.00
255.11.6399.00.999.6.24	6399 General Supplies	\$1,891.00
<b>6300 Subtotal:</b>		<b>\$30,292.00</b>
<b>6400 Other Operating Costs</b>		
206.11.6411.00.101.6.24	6410 Travel, Subsistence and Stipends	\$1,675.00
211.11.6411.00.101.6.24	6411 Employee Travel	\$2,000.00
255.11.6411.00.999.6.24	6411 Employee Travel	\$200.00
206.11.6412.00.101.6.24	6412 Student Travel	\$395.00
<b>6400 Subtotal:</b>		<b>\$4,270.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Rankin	Teacher	Elementary/High School	0.5
Kim Carry	Teacher	Elementary	1
Randon Johnson	Teacher	High School	0.5
Rhonda Stephenson	Instructional Aide	Middle School	1
Shawn Thrash	Teacher	Elementary	0.75

# Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Tara Albracht	Elementary
Classroom Teacher	Christina Butler	Special Ed
Classroom Teacher	Randi Ferris	Elementary
Community Representative	Trenton Garza	
Paraprofessional	Cheryl Gover	Elementary
Paraprofessional	Sid Harper	High School
Business Representative	Jay Howard	
Business Representative	Nicki Junell	
Classroom Teacher	Kolby Lamkin	Middle School
Classroom Teacher	Michelle Lancaster	High School
Parent	Beth Lowry	
Parent	Amber McAlister	
District-level Professional	Anthony Montelongo	Technology
Community Representative	LaVonda Mosley	
Classroom Teacher	Mika Ostler	Middle School
Business Representative	Tim Peart	
Community Representative	Cappi Phillips	
Parent	Kevin Rider	
Paraprofessional	Denae Sullins	District
Classroom Teacher	Joy Taylor	High School

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

*Education Code 37.0832(a)–(e)*

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.