

Bushland Independent School District

Bushland Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

BUSHLAND STUDENTS TODAY...LEADERS TOMORROW.

Core Beliefs

Faith, Unity, Integrity, Scholarship, Leadership, Work Ethic

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Comprehensive Needs Assessment

Revised/Approved: June 16, 2020

Demographics

Demographics Summary

The most recent information is from the 2017-2018 Texas Academic Performance Report. The is the Bushland Elementary Campus Student Information:

Bushland Elementary serves approximately 521 students: 81.6 % White; 15.2 Hispanic; 1.3% African American; .2% American Indian; .2% Asian; 1.5% Two or More Races. 20% of our students are Economically Disadvantaged; .6% are English Language Learners (ELL), and 20.3% meet at least one of the criteria of an At-Risk student. .6% of our students are served through the ESL program; 3.1% are served through the Gifted and Talented program; 11.9% are served through Special Education. The number of students per teacher average is 14. The class size average is Kindergarten 15; 1st grade 17.8; 2nd grade 20.1; 3rd grade 18.4; 4th grade 18.3.

Attendance rate (16-17) 96.4%

Demographics Strengths

District and Campus administration is committed to focusing on understanding the needs of all sub-populations and providing necessary training to meet the challenges of academic success.

Community involvement and support

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are gaps in achievement and growth between growth between sub populations. **Root Cause:** Our staff needs training on how to meet the instructional needs of the district's growing population of diverse students.

Student Achievement

Student Achievement Summary

Many data sources are used to understand student performance. Bushland Elementary Met Standard for the 2017-2018 school year. The 2018 - 2019 school year we were placed in additional targeted support and improvement. We did not make adequate improvement/growth in Academic growth with White students and relative performance in Economically Disadvantaged sub-population. We also did not show adequate growth in Closing the Gaps.

3rd Reading Approaches

2017 - 85% state 73% 2018 - 89% state - 77% 2019 - 85% state - 76%

3rd Reading Meets

2017 - 71% state - 45% 2018 - 60% state - 43% 2019 - 53% state 45%

3rd Reading Masters

2017 - 53% state 29% 2018 - 36% state - 29% 2019 - 38% state - 27%

3rd Math Approaches

2017 - 91% state - 77% 2018- 92% state - 78% 2019 - 79% state 79%

3rd Math Meets

2017 - 56% state - 49% 2018 - 63% state 47% 2019 - 45% state 49%

3rd Math Masters

2017 - 28% state - 26% 2018 - 31% state 23% 2019 - 20% state 25%

Grade 4 Reading Approaches

2017 - 84% state - 70% 2018 - 93% state 73% 2019 - 91% state 75%

Grade 4 Reading Meets

2017 - 59% state 44% 2018 - 58% state 46% 2019 - 59% state - 44%

Grade 4 Reading Masters

2017 - 34% state - 24% 2018 - 38% state 24% 2019 - 28% state 22%

Grade 4 Math Approaches

2017 - 88% state - 76% 2018 - 88% state - 78% 2019 - 88% state 75%

Grade 4 Math Meets

2017 - 60% state - 47% 2018 - 60% state - 49% 2019 - 59% state 44%

Grade 4 Math Masters

2017 - 30% state 27% 2018 - 34% state 27% 2019 - 17% state 28%

Grade 4 Writing Approaches

2017 - 78% state - 65% 2018 - 81% state 63% 2019 - 82% state 67%

Grade 4 Writing Meets

2017 - 60% state 34% 2018 - 70% state 39% 2019 - 58% state 35%

Grade 4 Writing Masters

2017 - 28% state 11% 2018 - 27% state 11% 2019 - 16% state 11%

Student Achievement Strengths

STAAR Approaches Grade level at or above 90% - 4th Reading

STAAR Masters Grade level at or above 30% - 3rd Reading

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3rd Reading, 4th Reading, 3rd Math, 4th Math , 4th Writing are below 60% Meeting Grade level **Root Cause:** Staff has been unaware of the state recommendation for being 60% or above in meeting grade level and its impact on accountability.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The 2017-2018 TAPR report states that 87% of Bushland Elementary staff holds a Bachelor's degree and 13% hold a Master's Degree. Experience of teachers: 1-5 years - 31.3%; 6-10 years - 14%; 11-20 years - 33.9%; over 20 years - 20.9%.

Teacher turnover is very low and usually occurs only due to retirement or moving out of the area. There is a high pool of applicants for most every position which allows for selective hiring.

Staff Quality, Recruitment, and Retention Strengths

100% certified staff; Administrator feedback from walkthroughs and TTESS data; High quality staff development activities based on individual needs; Weekly collaboration and PLCs; New Teacher mentoring; Targeted professional development based on observations, teacher reflection, and Admin recommendations; All staff GT certified; On campus Reading Specialist and Reading and Math interventionists to serve students and teachers with expertise.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bushland Elementary continues to implement the TEKS Resource curriculum. The scope and sequence is used as planning with the resources of Pearson Envision Math, HMH ELA, and Empowering Writers. PLCs meet weekly for instructional planning, TEKS tracking, and professional development. Instructional staff will do peer observation once a month to provide a better understand of grade level curriculum.

Curriculum, Instruction, and Assessment Strengths

Collaboration among PLC grade levels; vertical alignment teams; Leadership teams; PLCs gain knowledge of struggles and strengths of staff and curriculum to fill gaps from each grade level. NWEA growth, benchmarks, Pearson unit assessments, and grade level "quick checks"; this data will be used to drive instruction in the classroom. RtI meetings are integral in meeting the needs of students qualifying for those services. Kindergarten and 1st grade students are all screened for dyslexia.

Parent and Community Engagement

Parent and Community Engagement Summary

Bushland Elementary School considers parental involvement as a very vital part of the success of our students. There are many opportunities for parents to volunteer during the school day as am/pm crosswalk monitors, lunch duty monitors, working in the Einstein Lab, helping teachers in the work room, and field trips. There are other opportunities for parents and teachers to develop positive relationships with participation in parent/teacher conferences, Open House activities, and musical programs. Teachers use a variety of ways to communicate with parents such as email, Remind, phone calls, notes and call outs. The school has worked very hard to implement better communication with social media to inform families about school activities - both academic and extracurricular - the Elementary calendar on the web page is continually updated on current and upcoming activities.

The Bushland Elementary Parent Teacher Organization is a group of moms, dads, grandparents, friends and teachers of the school that have monthly meetings to organize activities that will raise money to purchase items for the school, students, and individual classrooms. The PTO also provides many volunteer opportunities for parents to be involved in.

Parent and Community Engagement Strengths

School Messenger to keep parents informed about school announcements; Campus and District Improvement plans; BISD Web page; Calendar of events; Title I parent meeting; Open House; Parent compact and parental involvement conferences; Parent volunteers; Parent information distributed through grade level newsletters and classroom remind app; PTO; Boy Scout presentations; Reach 4 Greatness; Scouts and student sports teams meeting on campus; Elf Shop; Fall Festival; Einstein Lab

Technology

Technology Summary

Technology training continues to be ongoing on our campus as we learn how to integrate programs to assess and develop understanding. We have 1-to-1 initiative in each classroom with iPads for Pre-K to 2nd grade and Chrome books in 3rd/4th grades. The addition of upgraded SMART boards, LCD's, iPads, Ipevos, Elmo, and Aver document projectors have enhances the learning and presentation in the classroom. Teachers continually work with new ways to use websites and technology tools to increase the rigor in the classroom and increase students' technology skills. Bushland Elementary is a Google apps for education school and our campus uses Google documents and Google Drive.

Technology Strengths

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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 Elementary will provide a safe environment for all stakeholders.







Performance Objective 1: Implement Conscious Discipline in PreK - 4th grades.

Evaluation Data Source(s) 1: discipline referrals, walk-through data

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Year 3 - All staff and students will start day with 30 minute CD time. We will focus on the 7 Powers of CD - one a month and guidance lessons will be built around that power. The leadership team will take a more active role with staff - with some lesson planning, training, and activities.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|-------------------|--|-------------------|-----|------|
| | | | | Jan | Mar | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Conscious Discipline training will continue as we move into year 2 of implementation. | 2.4, 2.5, 3.2 | Campus principals | Staff will continue to attend monthly CD professional development video series. | | | |
| Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 2) Continue to integrate Conscious Discipline into daily procedures and classroom management procedures. | 2.5 | Campus principals | Strong relationships among students and staff result in a safe learning environment and fewer discipline issues. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---------------------------------------|---|---|---|---|
| | | | | Jan | Mar | June |
| Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Conscious Discipline Leadership team will serve as mentors classrooms on strategies that can be used in classroom (safe place, rituals, self-regulation procedures) | | Campus principals, CD Leadership Team | Number and types of classroom discipline will decline and academic data will show evidence of improved classroom achievement. |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | |










Goal 1: Bushland Elementary will provide a safe environment for all stakeholders.

Performance Objective 2: Ensure all facilities are operationally safe, clean, and aesthetically pleasing.

Evaluation Data Source(s) 2: School Dude reports, facility/grounds maintenance schedules, facility use schedules

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will have an updated calendar of building activities and after-hours usage.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|---|---|---|
| | | | | Jan | Mar | June |
| 1) Elementary staff will enter all maintenance requests through School Dude. | | maintenance director | Facilities will be kept maintained in a timely manner. |  |  |  |
| 2) Elementary school activities and building use will be kept on a district master schedule. | | campus principals and secretaries - along with maintenance director and staff. | Staff will be aware of building activities and when they are being used. Maintenance Director will ensure buildings are maintained for all school activities. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 1: Bushland Elementary will provide a safe environment for all stakeholders.

Performance Objective 3: Elementary staff will follow the district plan to secure cyberinfrastructure against cyber-attacks and other cybersecurity incidents.

Evaluation Data Source(s) 3: cybersecurity plan, cybersecurity incident reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: An updated monthly calendar will be created with all of the events and activities scheduled at the campus during and after school hours.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|------|
| | | | | Jan | Mar | June |
| 1) Elementary staff will complete cybersecurity awareness online training. | | Technology Director | Staff will be trained in cybersecurity and how to help prevent incidents. | | | |
| 2) Digital citizenship curriculum and TEKS will be taught in the computer lab and classroom. | | Campus principals, technology staff, classroom teachers | Students will have understanding of digital citizenship. | | | |
| 3) Staff will communicate with parents about digital citizenship topics that are addressed. | | Campus principal and classroom teachers | Elementary staff will collaborate with parents to address digital citizenship topics. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

Goal 1: Bushland Elementary will provide a safe environment for all stakeholders.

Performance Objective 4: Continue to implement a digital citizenship curriculum that addresses internet safety, online privacy, cyberbullying, online relationships, and media literacy.

Evaluation Data Source(s) 4: Stop-it reports, discipline referrals, lesson plans

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue with Stop-It and technology curriculum - will add information.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|---|-------------------|-----|------|
| | | | | Jan | Mar | June |
| ESF Levers Lever 3: Positive School Culture 1) Educate students, parents, and staff on prevention of bullying and how to use Stop-It for reporting any bullying situations | 2.5, 2.6, 3.1 | Principals, counselor, and SRO officers | Safe place for students and parents to report bullying. | | | |
| ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Technology curriculum will be taught that addresses digital citizenship and online safety. | 2.5 | Principals and technology | Improve and decrease instances of technology misuse. | | | |
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Goal 1: Bushland Elementary will provide a safe environment for all stakeholders.

Performance Objective 5: Provide a safe and healthy learning environment for all students.

Evaluation Data Source(s) 5: Stop-it reports, office referrals, counselor referrals

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Add information in monthly campus newsletter. Daily school-wide CD time; monthly focus on selected CD powers; intentional guidance lessons focused on the selected power.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|------|
| | | | | Jan | Mar | June |
| 1) Counseling opportunities will be provided to students related to mental health, suicide prevention, violence prevention/intervention, positive conflict resolution, bullying, dealing with death, child abuse, and harassment training. | | Campus principal and counselors | All students will have a safe and healthy learning environment. | | | |
| 2) Increase staff, student, and parent awareness of sexual abuse, sex trafficking, and other maltreatment of children by providing resources and training. | | Assistant superintendent, campus principals, counselor, and SRO officers | Staff, students, and parents have resources to help identify any maltreatment of children and how to report it. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> 3) Reach for Greatness curriculum will address the following student issues monthly: bullying, drug awareness/prevention, conflict resolution, character traits, leadership, social media and internet safety. | 2.5, 2.6 | Principal, counselor, and staff | Reach 4 Greatness implemented monthly and completed by the end of the year. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> 4) Selected staff will be provided with Handle with Care training and updates. | 2.5, 2.6 | Principals, counselor, Handle with Care trainer, and trained staff | Student behaviors will be deescalate if possible Proper restraining techniques and documenting will be completed by trained staff. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |







Goal 1: Bushland Elementary will provide a safe environment for all stakeholders.

Performance Objective 6: Evaluate and update the District Emergency Operations Plan.

Evaluation Data Source(s) 6: EOP, school drill schedule, tabletop situations

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue with all required drills to become seamless in case of emergency situation.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---------------------------------|---|---|---|---|
| | | | | Jan | Mar | June |
| 1) Elementary will have emergency drills and reflect on feedback from drills for improvement in areas, as needed. | | SRO officers, campus principals | All drills will be seamless, and each campus will be prepared for emergency situations. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 1: Increase the percentage on STAAR for all subjects and grade levels to at least 30% Masters, 60% Meets, and 90% Approaches.

Evaluation Data Source(s) 1: STAAR scores, TAPR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue this goal.










| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|------|
| | | | | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Staff will receive professional development for staff on data dis-aggregation in DMAC, NWEA, and Lead4Forward | 2.4, 2.6 | Campus principals | Staff will use the data from these sources to intervene on low scoring TEKS and create plan for interventions. | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) TEKS will be tracked for mastery and data will be used to plan instruction in area of weakness. Tracking will be done with TEKS quick checks, Pearson assessment, HMH assessments | | Campus principals, PLC teams, interventionists. | 30% at Masters, 60% at Meets, and 90% at Approaches grade level on STAAR. | | | |
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Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 2: Actively recruit and retain highly effective personnel in all staff positions.

Evaluation Data Source(s) 2: Talent Ed, T-TESS

Summative Evaluation 2: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|------------------------------|--|---|---|---|
| | | | | Jan | Mar | June |
| TEA Priorities Recruit, support, retain teachers and principals 1) Principals will research and pursue the best candidates for each open staff position to be filled. | | Campus principals, directors | Staff positions will be filled with highly effective personnel that build strong academic and extra-curricular programs. |  |  |  |
| | | Campus Principals | All instructional staff are highly effective. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |







Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 3: Implement Professional Learning Communities with fidelity that focus on increasing student achievement.

Evaluation Data Source(s) 3: PLC agendas, PLC notes, Data rooms

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue goal

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|-------------------|--|---|---|---|
| | | | | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Instructional staff will use data room to disaggregate achievement data and adjust instruction for increased student achievement. | 2.4 | Campus Principals | Instructional needs of each student are met and achievement will increase. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |







Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 4: Create a 3-year staff development plan based on state requirements and instructional needs of the district.

Evaluation Data Source(s) 4: Staff development plan, needs assessment data

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Use the data from the survey to help guide staff development topics and delivery.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|---|---|---|---|
| | | | | Jan | Mar | June |
| ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Perform a comprehensive needs assessment that will identify areas of needed staff development. | | Campus principals, Assist. superintendent | Staff/professional development will be based on the needs identified. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 5: Exceed the state accountability rating target in the domains of student achievement, school progress, and closing the gaps.

Evaluation Data Source(s) 5: Accountability ratings, STAAR scores and performance of different student groups on STAAR

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue this goal.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|------|
| | | | | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Quick checks and MAP Growth assessments to identify student mastery of TEKS. | 2.4 | Campus principals, interventionist, can PLC teams | Adjust instruction and interventions based on data to ensure mastery of TEKS. | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Interventions for students based on progress monitoring data to achieve Approaches, Meets, and Masters grade level on STAAR. | 2.4 | Campus principals, interventionist, and PLC teams | 30% Masters, 60% Meets, 90% Approaches | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

Goal 2: Bushland Elementary will continually raise the bar to meet the needs of our students.

Performance Objective 6: Implement drop-out prevention strategies for at-risk students.

Evaluation Data Source(s) 6: Drop-out prevention plan, attendance rate

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Continue goal.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|------|
| | | | | Jan | Mar | June |
| Comprehensive Support Strategy Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) Provide attendance incentives, increase attendance awareness, and communicate with parents about attendance. | 2.4 | Campus principals, counselor | 97% or higher attendance rate | | | |
| Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 2) Provide intensive instructional support to at-risk students through interventions and RtI for students who did not meet standard on any STAAR assessment. | 2.4, 2.6 | Principals, counselor, and interventions | Improved performance for at-risk students. | | | |
| TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 3) Continue to use Child Find to identify at risk students, ages 3 & 4. | 2.5, 2.6 | Principal, Special Education personnel, Speech Therapist | Child find forms and posters put around the community. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |







Goal 3: Bushland ISD will continue to strengthen relationships based on our core values of faith, unity, integrity, scholarship, leadership, and work ethics.

Performance Objective 1: Provide multiple platforms of communication for our community.

Evaluation Data Source(s) 1: Web pages, Parent Portal, school calendar, emails, call logs, parent conferences, social media posts

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue goal of improving communication with parents. Create a monthly campus newsletter and add Twitter and Instagram account.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|------------|---|---|---|---|
| | | | | Jan | Mar | June |
| ESF Levers Lever 3: Positive School Culture 1) Provide frequent communication with parents via updated web page, parent portal, emails, calls home, conferences, and social media. | | Principals | Parents are well informed of school events and information. |  |  |  |
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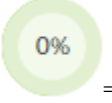

Goal 3: Bushland ISD will continue to strengthen relationships based on our core values of faith, unity, integrity, scholarship, leadership, and work ethics.

Performance Objective 2: Create a user-friendly website with updated calendars of events and staff web pages.

Evaluation Data Source(s) 2: Website survey results, calendar of events, staff web pages

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to improve information on the website and keep it up to date.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------|--|---|---|---|
| | | | | Jan | Mar | June |
| 1) Campus website calendar will be updated to show all current and future events. | | Principal | Parents can find up-to-date information about their student's classes and school events. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 3: Bushland ISD will continue to strengthen relationships based on our core values of faith, unity, integrity, scholarship, leadership, and work ethics.

Performance Objective 3: Provide transparency to the community on academics, finances, and school happenings.

Evaluation Data Source(s) 3: Academic reports, financial reports, website, social media

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue with goal - unable to complete because of COVID-19 school closure

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|------|
| | | | | Jan | Mar | June |
| 1) Meetings and information will be posted on the website about STAAR scores, the Texas Academic Performance Report, Federal Report Cards, State Accountability Rating, etc. | | Assistant Superintendent and campus Principals | Parents are informed on how the campus is performing academically. | | | |
| 2) Highlight events, results, and student performances on social media accounts | | Principal | Parents and community are informed about campus happenings. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |








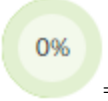

Goal 3: Bushland ISD will continue to strengthen relationships based on our core values of faith, unity, integrity, scholarship, leadership, and work ethics.

Performance Objective 4: Increase opportunities for involvement with the community.

Evaluation Data Source(s) 4: Committee rosters, service projects, community involvement events

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Brainstorm ideas with CIP team on community involvement activities. Also, have Parent night activities once a 9 weeks.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--------------------------|---|---|---|---|
| | | | | Jan | Mar | June |
| 1) Increase opportunities for students and staff to be involved in the community. | 3.2 | Principals and counselor | Campus builds a strong relationship with the community. |  |  |  |
| 2) Increase opportunities for parents and the community to be involved on the campus. | | Principals and counselor | Campus builds a strong relationship with the community. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 2 | 1 | 1 | Staff will receive professional development for staff on data dis-aggregation in DMAC, NWEA, and Lead4Forward |
| 2 | 1 | 2 | TEKS will be tracked for mastery and data will be used to plan instruction in area of weakness. Tracking will be done with TEKS quick checks, Pearson assessment, HMH assessments |
| 2 | 3 | 1 | Instructional staff will use data room to disaggregate achievement data and adjust instruction for increased student achievement. |
| 2 | 5 | 1 | Quick checks and MAP Growth assessments to identify student mastery of TEKS. |
| 2 | 5 | 2 | Interventions for students based on progress monitoring data to achieve Approaches, Meets, and Masters grade level on STAAR. |
| 2 | 6 | 1 | Provide attendance incentives, increase attendance awareness, and communicate with parents about attendance. |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The most recent information is from the 2017-2018 Texas Academic Performance Report. The is the Bushland Elementary Campus Student Information:

Bushland Elementary serves approximately 521 students: 81.6 % White; 15.2 Hispanic; 1.3% African American; .2% American Indian; .2% Asian; 1.5% Two or More Races. 20% of our students are Economically Disadvantaged; .6% are English Language Learners (ELL), and 20.3% meet at least one of the criteria of an At-Risk student. .6% of our students are served through the ESL program; 3.1% are served through the Gifted and Talented program; 11.9% are served through Special Education. The number of students per teacher average is 14. The class size average is Kindergarten 15; 1st grade 17.8; 2nd grade 20.1; 3rd grade 18.4; 4th grade 18.3.

Attendance rate (16-17) 96.4%

Many data sources are used to understand student performance. Bushland Elementary Met Standard for the 2017-2018 school year. The 2018 - 2019 school year we were placed in additional targeted support and improvement. We did not make adequate improvement/growth in Academic growth with White students and relative performance in Economically Disadvantaged sub-population. We also did not show adequate growth in Closing the Gaps.

3rd Reading Approaches

2017 - 85% state 73% 2018 - 89% state - 77% 2019 - 85% state - 76%

3rd Reading Meets

2017 - 71% state - 45% 2018 - 60% state - 43% 2019 - 53% state 45%

3rd Reading Masters

2017 - 53% state 29% 2018 - 36% state - 29% 2019 - 38% state - 27%

3rd Math Approaches

2017 - 91% state - 77% 2018- 92% state - 78% 2019 - 79% state 79%

3rd Math Meets

2017 - 56% state - 49% 2018 - 63% state 47% 2019 - 45% state 49%

3rd Math Masters

2017 - 28% state - 26% 2018 - 31% state 23% 2019 - 20% state 25%

Grade 4 Reading Approaches

2017 - 84% state - 70% 2018 - 93% state 73% 2019 - 91% state 75%

Grade 4 Reading Meets

2017 - 59% state 44% 2018 - 58% state 46% 2019 - 59% state - 44%

Grade 4 Reading Masters

2017 - 34% state - 24% 2018 - 38% state 24% 2019 - 28% state 22%

Grade 4 Math Approaches

2017 - 88% state - 76% 2018 - 88% state - 78% 2019 - 88% state 75%

Grade 4 Math Meets

2017 - 60% state - 47% 2018 - 60% state - 49% 2019 - 59% state 44%

Grade 4 Math Masters

2017 - 30% state 27% 2018 - 34% state 27% 2019 - 17% state 28%

Grade 4 Writing Approaches

2017 - 78% state - 65% 2018 - 81% state 63% 2019 - 82% state 67%

Grade 4 Writing Meets

2017 - 60% state 34% 2018 - 70% state 39% 2019 - 58% state 35%

Grade 4 Writing Masters

2017 - 28% state 11% 2018 - 27% state 11% 2019 - 16% state 11%

The 2017-2018 TAPR report states that 87% of Bushland Elementary staff holds a Bachelor's degree and 13% hold a Master's Degree. Experience of teachers: 1-5 years - 31.3%; 6-10 years - 14%; 11-20 years - 33.9%; over 20 years - 20.9%.

Teacher turnover is very low and usually occurs only due to retirement or moving out of the area. There is a high pool of applicants for most every position which allows for selective hiring.

Technology training continues to be ongoing on our campus as we learn how to integrate programs to assess and develop understanding. We have 1-to-1 initiative in each classroom with iPads for Pre-K to 2nd grade and Chrome books in 3rd/4th grades. The addition of upgraded SMART boards, LCD's, iPads, Ipevos, Elmo, and Aver document projectors have enhances the learning and presentation in the classroom. Teachers continually work with new ways to use websites and technology tools to increase the rigor in the classroom and increase students' technology skills. Bushland Elementary is a Google apps for education school and our campus uses Google documents and Google Drive.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the involvement of parents, community, and business members as well as a group of teachers and staff within the school.

2.2: Regular monitoring and revision

The CIP goals will be regularly monitored and revised, as necessary, based on the needs of the student needs to ensure that all students are provided opportunities to meet the challenging academic standards.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to educational agencies, parents, and the public - all information contained in the CIP will be understandable and in a format that is easy to read. The campus will provide the CIP in the languages that presented at our campus - English and Spanish. The CIP will be available on the campus and on the campus website.

2.4: Opportunities for all children to meet State standards

Campus will target sub-populations for STAAR testing that need extra intervention including the Hispanic, White, and Economically Disadvantaged according to the TAPR report and PBMAS for Special Education.. Will will monitor growth and needs through PLCs and tracking TEKS mastery on quick checks and assessments. Staff will continue to use

strategies with deeper understanding of how NWEA and DMAC can help meet the drive RtI and instruction.

2.5: Increased learning time and well-rounded education

Using the Conscious Discipline leadership team as mentor classrooms - teachers will begin to utilize the strategies to create safe classrooms. This will decrease the number and type of classroom discipline. Staff will continue training with Conscious Discipline and build strong relationships with students. The implementation of Reach 4 Greatness curriculum is an extra resource that addresses bullying, drug awareness/prevention, conflict resolution, character traits, leadership, social media and internet safety. Classroom interruptions are limited and school activities are scheduled in advance on Google calendar.

Students are identified for the services/programs that are needed so they can be as successful as possible. All kindergarten students are screened for the GT program. All kindergarten and 1st grade students are screened for dyslexia. Interventions and the Response to Intervention Care team meet together and look at data to keep track of individual students not only academically but also with behavior.

2.6: Address needs of all students, particularly at-risk

With the use of the Lexia Reading program, Reading Recovery, LLI Reading groups, math interventions, structured classroom intervention, and tutorials during the school day for students who are in need of support. Staff will continue to use Child Find to identify at risk students, ages 3 & 4.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus has a policy that was developed jointly with, agreed upon by, and available, digitally or paper copy, to all parents of all students regarding parental involvement - PreK - 4th grade. Principals, counselor, teachers and staff members will work with parents as equal partners in building ties that creates a working relationship between school and home. Communication about school activities will be available in a variety of ways, campus calendar on web page, call outs, remind messages, and notes. The Title I meeting at the beginning of the year to present the School Compact is held jointly with the monthly PTO meeting in an effort to encourage attendance, inform parents, and explain Title I requirements. The teachers hold parents teacher conferences and offer as many flexible meeting times, as possible, during those meeting teachers offer descriptions and explanations of the curriculum, forms of academic assessment used to measure student progress and growth, and proficiency levels students are expected to meet.

3.2: Offer flexible number of parent involvement meetings

The campus will offer a flexible number of meetings, such as school programs, teacher conferences, and school-wide activities. There are many parent involvement activities on the campus such as: volunteers with the book fair, am and pm crossing guard help, lunchroom attendant, robotics volunteer, homeroom parents, and end of year field day. This is only a few of the opportunities for parents to be involved in the school.