

Alief Independent School District

Bush Elementary School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

The educational team as a collective of all stakeholders will provide a safe environment, a rigorous learning environment, and an environment of two-way communication in order to educate the whole child and prepare them to become productive citizens and life-long learners.

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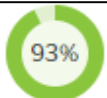

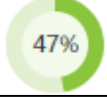
Goals









Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: The percentage of students scoring proficient and higher in mathematics will increase 5% compared to last years' end of the year assessment.

Evaluation Data Source(s) 1: TAPR Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) To improve quality of flexible group instruction by facilitating intervention strategies during PLC and planning and through push-in support.(EM1)	Administrators Math Specialists SCE Funded Math Specialist Teachers K-4	Classroom observations, Lesson plans, DCA, Walkthroughs, STAAR Data and PLC/planning meetings				
Funding Sources: State Comp Ed - 376111.00						
Critical Success Factors CSF 1 CSF 2 2) Using PLC time to analyze and compare data, evaluate student work and plan for differentiated instruction.(RTI13, EM1, DMAC, AA 3,4,5)	Administrators Math Specialists SCE Funded Math Specialist	Lesson plans, DCA, end of unit assessments, PLC/planning meetings, DMAC, iReady				
3) Using CPM (catching problem mathematicians) and data to determine appropriate classroom intervention: in-class support. (PBMAS)(ELL and SPED) (EM1)	Administrators Math Specialists, SCE Funded Math Specialist Teachers K-4	Data: DCA, end of unit assessments, PLC/planning meetings, anecdotal records, DMAC, RTI, iReady				
4) After school tutorials are held to give extra instruction to students that are not making sufficient progress in math. (EM3)	Administrators Math Specialist	Data: DCA, iReady, end of unit assessments, STAAR				
Funding Sources: Title I - 38000.00						




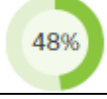
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Bush will increase ELL, Hispanic and Economically Disadvantaged student achievement by at least 5% through the use of instructional strategies as evidenced by STAAR results in Math in May 2019. (SLE2)</p>	<p>Administrators, Content Specialists</p>	<p>CCA, DCA, STAAR</p>				
<p>6) Improve the quality of instruction by providing time for teachers to plan. Using Bush's 5 Step planning, teachers will deconstruct the TEKS and plan lessons to help the students master the TEKS.</p>	<p>Administrators, Math Specialists</p>	<p>Lesson plans, DCA, CCA, STAAR</p>				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: The percentage of students scoring proficient and higher in Reading will increase by 5% as measured by DCA, STAAR, CCA, and End of Year Assessments.

Evaluation Data Source(s) 2: TAPR Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy 1) To improve quality of flexible group instruction by providing Intervention strategies, and through push-in support .(ELA1, ELA4, ELA9)</p>	Administrators, SCE Funded ELA Specialists, Classroom Teachers and ILT, SCE Funded RtI Specialist	Running Records, Reading DCA, iStation, Classroom observations, Small group, and walkthroughs				
Funding Sources: State Comp Ed - 376111.00						
<p>Comprehensive Support Strategy 2) Using PLC time to analyze and compare data, evaluate student work, plan for differentiated instruction, and implement vertical alignment using TEKS.(DMAC, ELA12, AA 3,4,5)</p>	Administrators ELA Specialists ILT Title I/Bridge, and ESL department, Classroom Teachers	Reading DCA, PLC data meetings, Classroom observations, Lesson plans, iStation, DMAC				
<p>Comprehensive Support Strategy 3) Using CPR (Catching Problem Readers) / data to determine appropriate intervention: Title I and Bridge Reading and in-class support. (ELA4)</p>	Administrators Special Education, SCE Funded ELA Specialists, Classroom Teachers, and ILT	data, IEPs, classroom observations, RTI, lesson plans, ARDs, DCA, DMAC, ISIP				
Funding Sources: Title I - 192326.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>	Administrators ELA Specialist	Data: DCA, ISIP, CCA, STAAR				
<p>4) After school tutorials are held for those students in 3rd and 4th grade not making sufficient progress in Reading. (ELA4)</p>	Funding Sources: Title I - 38000.00					






<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Bush will increase ELL, Hispanic and Economically Disadvantaged student achievement by at least 5% through the use of instructional strategies as evidenced by STAAR results in Reading in May 2019. (ELA10, SLE 2,3)</p>	Administrators, SCE Funded ELA Specialists	CCA, DCA, STAAR				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Improve the quality of instruction by providing time for teachers to plan. Using Bush's 5 Step planning, teachers will deconstruct the TEKS and plan lessons to help the students master the TEKS. (ELA 2,3,5,9)</p>	Administrators SCE Funded ELA Specialists	Lesson Plans DCA, CCA, STAAR				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: ESL will monitor the language development of ELL students to increase the percentage of student growth by 5% based on previous TELPAS results.

Evaluation Data Source(s) 3: TAPR Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) ESL students will be provided supplemental small group instruction, using flexible grouping, according to TELPAS levels. As well as instructional intervention using the research-based programs: REACH, Into the USA and English at your Command. (SLE 2,3)</p>	Administrators ELD Interventionist	TELPAS, IPT Scores, LPAC, Classroom Observations				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) PLC's/LPAC are implemented to analyze data and provide teacher support in lesson preparation, sheltered instruction methods, linguistic accommodations and vocabulary development, while following the bilingual framework, ESL framework and the dual language program. (SLE 2,3)</p>	Administrators ESL Lead Teacher ESL Interventionists	TELPAS, IPT Scores, LPAC, Classroom Observations, SIOP Walkthroughs				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Select students in 3rd and 4th grade will receive tutorials, according to their TELPAS levels to build and develop language skills in all domains. (SLE 2,3 ELA 10</p>	Administrators ESL Lead Teacher, ELD Interventionist Classroom teachers	TELPAS, IPT Scores, classroom observations, iStation				

4) Instructional paraprofessionals will provide instructional assistance to newcomers and TELPAS beginner level students to improve language development in all domains. (SLE 2,3)	Administrators ESL Lead Teacher	Data: TELPAS, IPT				
5) Utilize SIOP components for lesson planning, lesson delivery, comprehensible input, interaction and building background knowledge in all classrooms and improve student performance levels in reading, speaking, writing and listening. (SLE 2,3)	Administrators Content Specialists	TELPAS, IPT, DCA walkthroughs				
6) Use multiple strategies to assess and address the needs of ELL students. (PBMAS-ESL) (SLE 2,3)	Administrators, ESL Department	Data: ISIP, DCA, CCA, TELPAS levels, IPT				
7) Monitor progress of LEP students not in bilingual or ESL program. (denials/waivers) (PBMAS-ESL)	Administrators, ESL Department	Data: ISIP, DCA, CCA, TELPAS levels, IPT				
8) Continue collaboration between district, LPAC and counselors in the monitoring of long-term ELL students. (ESL Intervention services) (PBMAS-ESL)	Administrators, ESL Department	TELPAS, IPT, DCA data, unit assessments				
9) Ensure collaboration between LPAC and special education department to address the needs of LEP and special education students. (PBMAS-ESL)	SPED Department, ESL Department, Administrators	LPAC meeting notes				
10) Ensure collaboration between campus registrar and campus ESL team to maintain all compliance indicators relating to the proper identification and monitoring of LEP students. (PBMAS-ESL)	ESL Department, Administrators, Registrar	compliance data, ESP				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: Science will increase DCA scores by 10% for each assessment based on last year's scores.

Evaluation Data Source(s) 4: TAPR Reports

Summative Evaluation 4:











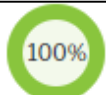
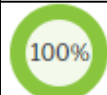


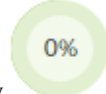

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Enhance student learning and progress by using STEM Scopes resources for effective teaching of science. (ES 15,17)	SCE Funded Science Specialist, Classroom Teachers K-4, and Science Lead Teachers	Science DCA, CCA and Classroom observations				
2) Enhance student learning and progress by using the 5 Step planning model to plan Science. (ES 15,17)	SCE Funded Science Specialist Classroom Teachers K-4th	Science DCA, CCA and Classroom observations				
3) Using PLC time to analyze and compare data and evaluate student work in order to improve the quality of instruction in the science classroom. (ES 1,2,3,18)	Administrators SCE Funded Science Specialist	Science CCA, DCA classroom observations				
4) Integrate literacy and science through the use of science texts, books, writing prompts and C-E-R. (ES 23)	SCE Funded Science Specialist Science Teachers K-4	Science DCA, CCA and classroom observations				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: Special Education will aid students' progress in the general education setting by the use of Individual Education Plans and accommodations daily. Students IEP mastery goal of 70% or higher will be based on the ARD committee's decision.

Evaluation Data Source(s) 5: TAPR Reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Students will receive in class support during small group time. (ELA 20, EM 1)	Administrators, Special Education Teachers, Classroom Teachers	IEPs, Unit Assessments, DCA, Classroom observations, ARD, iStation, iReady				
2) Students will receive accelerated instruction.	Administrators, Special Education Teachers, and Classroom Teachers	IEPs, Unit Assessments, DCA, iStation, iReady, Classroom observations, and ARDs				
3) Students will have ARDs to address needs.	Administrators Special Education Teachers Classroom Teachers, ARD Committee	IEPs, Unit Assessments, DCA, Classroom observations, CBM, ARDs				
4) Special Education Teachers will attend special education meetings/trainings.	Special Education Teachers	IEPs, Unit Assessments, DCA, Classroom observations, ARDs				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Social Studies will increase DCA scores by 5% for each assessment based on last year's third grade scores.

Evaluation Data Source(s) 6: TAPR Reports

Summative Evaluation 6:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Using Social Studies Lead Teachers as active role models, positively impacting team members and students by reinforcing our TEKS. (SS 6,7,9)	Administrators SCE Funded S.S. Specialists, Lead Teacher, and Classroom Teacher	DCA, Report card and progress report comparison				
2) During PLC and grade level planning Social Studies teachers will use pacing guide while following the bilingual framework to help support all bilingual students. (SS4)	Administrators S.S. Specialists, Lead Teacher, and Classroom Teacher and ESL department	DCA, Report card and progress report comparison				
3) Improve the quality of instruction by providing time for teachers to plan. Using Bush's 5 Step Planning Model, teachers will deconstruct the TEKS and plan for mastery of learning and teaching. (SS 7,9)	Administrators SCE Funded S.S. Specialists, Lead Teacher, ESL dept., and Classroom Teacher	Progress Reports and Report Card Comparisons, Classroom observations				
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Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Writing Smart Goal: The percentage of students scoring proficient in writing will increase by 5% measured by all versions of STAAR administered in May 2019. (PBMAS)

Evaluation Data Source(s) 7: TAPR Reports

Summative Evaluation 7:

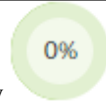
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy 1) Using PLC time to analyze and compare data, evaluate student work, plan for differentiated instruction, and implement vertical alignment using TEKS. (ELA12, DMAC)</p>	Administrators, SCE Funded Language Arts Specialists and ILT and Classroom teachers, ESL department	DCA, PLC data meetings, walkthroughs				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 2) Bush will increase ELL, Hispanic and Economically Disadvantaged student achievement by at least 5% through the use of instructional strategies as evidenced by STAAR results in Writing in April 2018.</p>	Administrators, SCE Funded ELA Specialists	CCA, DCA, STAAR				
<p>3) Improve the quality of instruction by providing time for teachers to plan. Using Bush's 5 Step Planning Model, teachers will deconstruct the TEKS and plan for mastery of learning and teaching. Each planning session will initiate by comparing writing student work and exchanging points of view about it. (ELA 14,15,17)</p>	Administrators SCE Funded Language Arts Specialists, ILT, Teachers	Progress Reports and Report Card Comparisons, lesson plans and Classroom observations.				
<p>4) Improve quality of writing instruction by providing professional development workshops targeting students needs based on state standards. Thinking Maps and Write From the Beginning will play a factor in implementing the writing process. (SS6, ELA 7,8)</p>	Administrators, SCE Funded Language Arts Specialist and ILT and Classroom teachers, ESL department	Progress Reports and Report Cards, walkthroughs				
Funding Sources: Title I - 192326.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue






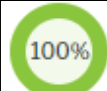


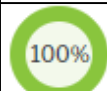
Goal 1: Campus will close the achievement gap to ensure that all students reach their academic potential.

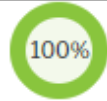
Performance Objective 8: Bush will meet 100% of the district accountability requirements.

Evaluation Data Source(s) 8: TAPR Reports

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) District procedures are followed to ensure that all homeless students are immediately enrolled and provided appropriate services. (Title I, Part A)	Administrators Registrar		100%	100%	100%	
2) Provide summer school program to extend learning activities for students. (Title I, Part A)	Administrators, Content Specialists	summer school enrollment	100%	100%	100%	
3) Through the use of data, STAT/RtI team will determine strategies and interventions at Tier I, Tier II, and Tier III, based on individualized student needs. (RtI)	Administrators, SCE Funded Content Specialists, SCE Funded RtI Specialist, Interventionists	rtI data, STAT paperwork, Success Ed	100%	100%	100%	
Funding Sources: State Comp Ed - 0.00						
4) Review all students who have a need for Special Education only because of ADHD. Determine if any of these students could be serviced through 504 Accommodations. (PBMAS-SPED)	Administrators, SPED teachers, 504 Coordinator	504/RtI data, Success Ed	100%	100%	100%	
5) Consider 504 Services prior to referring students diagnosed with ADHD to special education for testing. (PBMAS-SPED)	Administrators, SPED teachers, SCE Funded 504 Coordinator	correct placement, Success Ed	100%	100%	100%	
6) Review students in PPCD, REACH II/III, Structured/DC and grades K-2 Life Skills who could be included in the general education setting for half of the school day. (PBMAS-SPED)	Administrators, ARD Committee	ARD paperwork stating inclusion	100%	100%	100%	
7) Review current placements of all Structured/DC and REACH II/III students, as appropriate, to determine if they are in the Least Restrictive Environment. (PBMAS-SPED)	Administrators, ARD Committee	ARD paperwork	100%	100%	100%	

8) Determine if all students scheduled to take a STAAR Alternate 2 have a significant cognitive disability.	ARD Committee	STAAR test placement, ARD paperwork				
9) Submit a monthly report to Central Special Education Department providing current suspension data for general education and special education students. If required per Central Special Education Department, campus will submit a Continuous Improvement Plan. (PBMAS-SPED)	SPED Team, Administrators	monthly reports				
10) Ensure writing, science and social studies are taught daily within uninterrupted instructional blocks. (PBMAS-ESL)	Administrators, Content Specialists	Master Schedule				



= Accomplished



= Continue/Modify



= No Progress














= Discontinue











Goal 2: Campus will improve student preparation for college and career.

Performance Objective 1: By increasing reading and math scores by 5%, based on previous year's STAAR assessment.

Evaluation Data Source(s) 1: STAAR preliminary results, May 2019

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Counselors will hold a career day for fourth grade students. Guest speakers are invited to present their profession and promote the interest of students. (AVID 4,5)	Counselor, 3rd and 4th grade teachers	displays, morning announcements, guest speakers				
2) Students in 2nd-4th grade will complete 2 Project-based learning presentations. (PBMAS) (AVID 4,5)	Specialists, 2nd-4th grade teachers	PBL Presentations, research, cooperative learning.				
3) Counselor and CIS (Communities in School) provide guidance activities in preparation for college and career through group discussions reviewing academics, behavioral obstacles and setting individualized attainable goals for those students referred. (PBMAS) (AVID 4,5)	Administrators, CIS, Counselors	report cards				
4) Students discuss how to monitor their progress and handle set backs that may occur to address needs and ensure college is in their future. . (PBMAS) (AVID 4,5)	Administrators, Counselors, CIS, Teachers	written reflections from students, report cards				
5) School wide participation in College Day where staff and students wear college attire of their choice on Wednesday. Also, college pennants are posted outside of class or office and classrooms "all about me poster". (AVID 4,5)	Administrators, Counselors, CIS, Teachers	College Pennants, morning announcements, All About Me posters				
6) A mentoring program offers volunteer staff members an opportunity to mentor students with daily life challenges. (AVID 4,5)	Administrators, Counselors, CIS, Teachers	report cards, mentor logs, observations				
7) Provide and interactive college board to encourage college awareness and important facts. (AVID 4,5)	Counselors, 4th grade teachers	college board				

8) Counselors will post a career bulletin board to promote the Career of the Month that features information on responsibilities, salaries, and education/training necessary for the job. (AVID 4,5)	Counselors	career board				
9) Students will participate in various college/university field trips to gain exposure for college and career readiness.	Administrators, Counselors, Teachers, CIS	report cards				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Campus will improve student preparation for college and career.

Performance Objective 2: In preparation for college, we will increase the mastery of computer skills for both students and staff, evaluated by Student Technology Competencies, and Level 1 proficiency certification from campus at the end of the year.

Evaluation Data Source(s) 2: Student Technology Competencies

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Bush classroom teachers and students will be exposed to various forms of communication through the use of technology. Students in Technology class are able to navigate the Internet using AUP/RUP policies for safe computer use. (TEC 7,8)	Technology Specialist, Health/Technology Teacher, Classroom Teachers, SCE Funded Technology Lab Aide	Student Technology Competency Reports, Walthroughs				
Funding Sources: State Comp Ed - 391681.00						
2) Bush students demonstrate that they can independently apply technology skills of information and communication literacy through assessment of Technology Applications TEKS objectives across all content areas. (Title II, Part D) (utilizing technology as a tool to create...) Students are able to apply and demonstrate knowledge of Health and TEKS mastery. (TEC 5,6,7,8)	Technology Specialist, Classroom Teachers, SCE Funded Technology Lab Aide	Student Technology Competency results				
Funding Sources: State Comp Ed - 391681.00						
3) Bush teachers demonstrate mastery of the Technology Applications SBEC standards by providing opportunities for students to utilize 21st century tools in the classroom. (Title II, Part D, ARRA) (TEC 6,7,8)	Technology Specialist, Health/Technology teacher, SCE Funded Technology Aide, Classroom Teachers	Level 1 Certification				
4) Bush will continually evaluate the effectiveness of the GT program and use data to make decisions about refinement. (GTAP 1,2,3,4,5)	Administrators, Campus GT Coordinator	Data: DCA/CCA				
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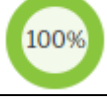

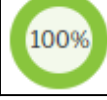
Goal 3: Campus will maintain a safe and orderly environment.




Performance Objective 1: Bush will maintain our campus attendance rate of 97% for the school year, evaluate monthly discipline data to improve safety and promote conflict resolution. (Texas Education Code; Title I, Part A)

Evaluation Data Source(s) 1: attendance report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Bush Bucks are given out to students by any staff member for demonstrating positive behavior and participation in school to be later redeemed in our Bobcat store for prizes. (PASS 3)	Campus Staff	student participation and entry in a special drawing for a bike once a year				
2) Red Ribbon Week which motivates students through fun activities to say no to drugs by occupying their time in fun activities throughout the week . (Texas Education Code; Title I, Part A) (PASS 1)	Counselors, teachers	Red Ribbon Log, student participation				
3) "Character Traits" and "Words of Wisdom" are led by students each day during morning announcements, and allow students to reflect on positive goals to begin their day. (PASS 3)	Counselor	morning announcements				
4) School Wide staff signal that teachers use to bring awareness to everyone. (PASS 13)	Administrators, Classroom Teachers	student compliance				
5) Principal's honor roll activities will be held to celebrate student accomplishments (PASS 3,11)	Administrators, Classroom Teachers	Report Cards				
Funding Sources: Title I - 2790.00						
6) BUG (Bringing Up Grades) and perfect attendance incentives and rewards (PASS 4,11)	classroom teachers, administrators	Report Cards				

7) An anti-bullying program, which is geared to stop bullying, build self-esteem, self-worth and guidance for our students will be taught to all students. In addition, all staff will be trained in bullying prevention. (PASS 7,8)	CIS, Counselors, classroom teachers	discipline referrals, report cards, progress reports				
8) Shelter in place procedural plan is implemented to maintain a safe and orderly environment (i.e. for evacuation, fire & disaster drills and media interaction)	Administrators, Counselors, teachers	maps and chart posted in every room indicating evaluation plans.				
9) S.C.O.P.E. (School Climate Optimizes Potential Everyday (Above and Beyond) committee reviews policies in place and ways to make improvements in order to ultimately achieve a balanced, unified, school-wide approach in discipline matters and school safety. (PASS 9,10)	Administrators, SCOPE committee, teachers	number of prevention and intervention programs in place.				
10) Proper screening through Raptor system of visitors on campus and all staff members required to wear their photo identification badge daily.	Front Office Staff, School personnel	daily number of badges from Raptor				
11) The SAC monitor will aim for success by tracking and monitoring the number of repeat offenders and collaborates with teachers to evaluate conflict resolution for students success. (Texas Education Code; Title I Part A) and (PBMAS) (PASS 4,16)	SCE Funded SAC Monitor, classroom teachers, administrators, SCOPE committee, Campus Champion Project	office referrals, SAC reports				
Funding Sources: State Comp Ed - 391681.00						
12) Reporting such incidents as bullying, fighting, gang related behavior and or any threats seriously and in a timely manner in compliance with district guidelines (PASS 7,8,16)	CIS, Counselors, classroom teachers, administrators, SCE Funded SAC monitor	office referrals, bullying presentation attendance, bullying forms				
13) Implementing CHAMPS, a school wide behavior program that addresses expectation in Classroom, hallways, playgrounds, and all common areas around school. (PASS 12)	All staff members	participation and implementation , CHAMPs posters posted				
14) Bush student council offers students opportunities for leadership roles and responsibility (PASS 11,12)	Counselors, sponsoring teachers	participation				
15) Student attendance is reported daily to monitor the 97% goal. (A 2,3,4,5,6)	attendance clerk, staff, attendance committee	attendance report				

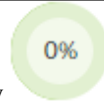
16) Fourth grade students are selected every marking period as safety patrol leaders (PASS 11)	staff	discipline referrals indicating no incidents in the morning in the hallways				
17) Bush students will attend to field trips that promote hands on activities and educational opportunities outside the school. (PASS 4)	classroom teachers	student participation				
18) Bush students will earn spirit sticks for academic and behavioral accomplishments as well as perfect attendance. (PASS 4)	administrators, content specialists	grades, attendance, assessment scores				
Funding Sources: Title I - 2790.00						
19) Technology Curriculum will include lessons that meet the Children's Internet Protection Act (CIPA) guidelines. (USDE-Technology)	Technology Teacher, Technology Specialist, SCE Funded Technology Lab Aide, classroom teachers	student compliance with guidelines				
20) Boys Club will empower boys with skills and knowledge to help them become productive adults in the community. (PASS 4)	counselors	club participation				
21) Other presentations will be given to students as needed by PASS Specialists or by contracted assemblies to help students learn about self-control, self-esteem, and other social skills as needed.	counselors	student compliance with guidelines				
22) Teachers and students will participate in Bully Prevention Week to campaign against bullying, both physical and emotional. (PASS 7,8)	counselors	staff and student participation				
23) Mentor relationships between staff and students utilizing the Student Assistance Program. (PASS 4)	counselors	staff and student participation mentoring logs				
24) Drug/Alcohol/Tobacco prevention presentations will be held for students in 3rd and 4th grade. (PASS 1)	counselors	student participation				
25) PEARLS girls' club will empower girls to build self-esteem and self-awareness to increase friendship and communications skills.	Counselors	club participation				
26) Fire Safety week will be held to educate students in the prevention of fires and proper fire safety.	Counselors	student participation				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Campus will maintain a safe and orderly environment.

Performance Objective 2: Campus will provide a coordinated school health program (CATCH) through a variety of methods. Nutrition lessons will be taught in health class and CATCH physical activities will be taught in physical education classes. Campus will have a wellness/CATCH team that meets a minimum of 3 times a year to ensure that all departments are involved in promoting wellness.

Evaluation Data Source(s) 2: Students will be given knowledge tests yearly on nutrition education and benefits of physical activity.

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Students will participate in structured activity through PE, structured recess, and music class for a minimum of 135 minutes per week. (HPW 1,2,3,8,9,10)	PE staff, music staff, classroom teachers	Lesson Plans, Walkthroughs, fruit log				
2) Fitness tests will be given to all students in grades 3-4 and data will be used to evaluate fitness levels of those students. (HPW 1)	PE teachers	Data from the fitness test will be evaluated at the end of April. The number of students achieving the healthy fitness zone in all 6 tests will improve to 35% and the number of students passing the cardiovascular test will improve to 75%.				
3) Bush will participate in the Brighter Bites program. Bush parents and staff will receive bags of fresh fruits and vegetables along with recipes and healthy eating tips. There are cycles set by the program that indicate when we receive the food.	CIS, FAME center, administrators	staff members who receive the food must participate in some of the activities/lessons and post about it on brighterbites.org				
4) The campus will host an event called Jump Rope for Heart to promote awareness and support for the American Heart Association and promote physical fitness to the students.	PE Teachers	Students will become more aware of their physical fitness.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Campus will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Bush will retain 100% of its highly qualified personnel.

Evaluation Data Source(s) 1: PD Participation Record, walkthroughs Feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) New teachers will observe whole to small group lessons in all content areas along with professional resources, which are available to all teachers to enhance their instruction in all content areas. (Mentoring Beginning Teachers: Guiding, Reflecting, Coaching by Jean Boreen, Mary K. Johnson, Donna Niday and Joe Potts) (PD 1)	Content specialists, interventionists, and classroom teachers	Observation, conversation, PLC meetings, walkthroughs				
2) Teachers will serve on academic committees and book studies to further a teachers professional growth with knowledge and skills based on students needs. (PD 2)	Content Specialist and classroom teachers	Committee meetings sign-in records, PD sign-in records				
3) Staff members will have weekly observational walkthroughs(Coaching Days) with feedback on their daily instruction that provide opportunities to enhance their teaching and share ideas. (Linking Teacher Evaluation and Student Learning by Pamela D. Tucker and James H. Stronge) (PD 1)	Administrators, ILT	Walkthroughs				
4) Teachers collaborate with team and specialists to plan and share ideas to enhance their teaching by modeling, listening, and offering suggestions following the district's pacing guide.(Mentoring Beginning Teachers: Guiding, Reflecting, Coaching by Jean Boreen, Mary K. Johnson, Donna Niday and Joe Potts) (PD 1)	Team leaders and content specialists	Meeting minutes				

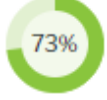
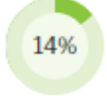
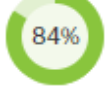
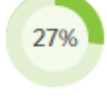

5) Bush new teachers attend Alief U as well as the Bush Mentor Program. This is on campus support and training for new teachers, which guides them through every process. (Mentoring Beginning Teachers: Guiding, Reflecting, Coaching by Jean Boreen, Mary K. Johnson, Donna Niday and Joe Potts) (PD 1)	Administrator, Content Specialists, Interventionist, and Counselor	Mentor Meeting sign-in log and district formal observations on domains				
6) Administrators will recognize staff accomplishments, efforts and dedication through teacher celebrations while promoting a supportive and friendly atmosphere amongst staff. Staff members are provided snacks throughout the year. (183)	Administrators, Staff and teachers	Participation and End of Year Survey Measureable by end of year school climate survey				
7) Administrators and Hospitality Committee provide a number of opportunities for staff to receive goodies throughout year along with treats for staff to meet and come together for fun gatherings.	Administrators Hospitality Committee and counselors	Attendance and participation				
8) Bush staff participate in Fat Friday, where each grade level sponsor breakfast once a month for the entire staff.	Administrator, Content Specialist and Classroom teachers	Attendance and participation				
9) Staff will attend various staff development courses and workshops to continue to work on professional growth. In addition, staff will have professional growth opportunities by reading research based articles and professional books. (183)	Principal, staff	Conference certificate, observations, presentations, blog responses.				
Funding Sources: Title I - 7500.00						
10) All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resources Department.	Administrators	All teachers 100% highly qualified				
11) Staff will be trained in Kagan Structures to improve student engagement and student achievement.	Specialists	weekly observations, lesson plans				
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Goal 5: Campus will continue to build positive relationships with all stakeholders.

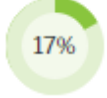





Performance Objective 1: Bush will hold multiple opportunities for parents and community to come and enhance student's learning and be involved in school events by reaching 100% of parents.

Evaluation Data Source(s) 1: Sign-in sheets and participation, Bush Newsletters, and Webpage

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Fall Festival, Spring Fling, and Field Day invite parents and the community to get involved in a child's life and making a difference. (FAME 1,13,14)	Administrators, Content Specialists, Classroom Teachers and Parents	Attendance, participation log and response tally from invites				
	Funding Sources: Local - 1500.00					
2) National Library Month in April offers parents and other family members an opportunity to come and read with their child in the Library during Mommy and Me Read and Daddy and Me Read.(FAME 1,13,14)	Administrators Librarian	Attendance				
3) Parental involvement that in activities that showcase student events such as Hispanic Heritage Program, Winter Program, Holiday Sing-a-Long Program, Awards programs, Black History Program, open forums, 4th grade musical, Multicultural Market, and guest speakers are events to promote family engagement. (FAME 1,2,5,6,13,14)	Block Team and all Grade Level Teachers and Students	Attendance and parent-visitor log				
4) Bush partners with local community members and business owners to enhance learning throughout school with assistance for overnight stays at the museum and field trips. (FAME 2,13)	Administrators, CIS, and Block	Sign-in sheets and participation, Bush Newsletters, and Webpage				
5) Academic Family Night, STAAR Night and Title I parent presentations are workshops in effort to become aware of strategies and ideas to enhance student learning and uniting families for enjoyment. These include Literacy, Social Studies, Math, and Science. Snacks will also be served to families who attend. (FAME 1,2,5,6,13,14)	Content Specialists, Technology Specialist, Librarian, and Parents	Newsletters, attendance and response tally from invites				

<p align="center">Critical Success Factors CSF 5</p> <p>6) Bush Newsletter and Bush Webpage, Schoology, Twitter, Facebook, Remind and flyers offer parents and community members access to our campus calendar and announcements to better inform parents of upcoming events as well as information to assist their students. (FAME 1,5,6)</p>	<p>Content Specialists, Technology Specialist, Librarian, and Parents</p>	<p>Bush Webpage and monthly newsletter</p>				
<p>7) Culture Committee members celebrates diversity on our campus, along with parents to promote school-wide culture awareness studies. (FAME 1,2,6,13,14)</p>	<p>Administrators, Cultural Committee, Classroom Teachers, Parents, and Community Volunteers</p>	<p>Participation and involvement</p>				
<p>8) Recycling program encourages surrounding community to participate in our paper recycling program. Every Thursday, students gather recycled paper products from our entire campus and take them to the recycling container. This effort promotes the preservation of the earth and its natural resources. (FAME 13)</p>	<p>Mrs. Banks, Students, Classroom Teachers, Parents, and Community</p>	<p>Participation and involvement</p>				
<p>9) Family Engagement Center is open four days a week to assist parents on topics such as, child's education, personal issues, parental policy compact, and ways to assist. Parents are can attend classes to learn English so that they can better help their children. Parents are also invited to hear guest speakers on a monthly basis to equip families with information to assist in students' academic success. (FAME 1,2,5,6,13,14)</p>	<p>FAME Coordinator, CIS, and Teachers</p>	<p>Attendance Records</p>				
<p>10) All Pre-K students and parents are invited to attend a Kindergarten orientation in order to meet the Kindergarten team prepare them for full day Kindergarten. (FAME 6)</p>	<p>Pre-K and Kindergarten teachers, Pre-K and Kindergarten aides, Kinder Round Up committee, SCE Funded Kindergarten Aide</p>	<p>sign in sheets</p>				
<p>11) Teacher/Parent conferences shall discuss the following: a review of Title I School/Parent Compacts, what the school will do to help students meet standards, what the parent can do to help students' performance and additional assistance at the school or elsewhere. (FAME 2)</p>	<p>Administrators, Teachers, PK/K Aide</p>	<p>Parent Conference Summary Form</p>				

12) All 4th grade students will attend Intermediate school orientation. Students travel to their respective schools to tour them and learn about the expectations of intermediate school. (FAME 6)	counselors	sign in sheets				
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>13) The FAME center provides opportunities for stakeholders to get involved with the school with events such as: Donuts with Dad, Muffins with Mom, Grandparent's Brunch and the Family Engagement Week activities. (FAME 1,2,5,6,13,14)</p>	Administrators, FAME Coordinator	sign in sheets				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: Campus will continue to build positive relationships with all stakeholders.

Performance Objective 2: Offer opportunities for 100% of parents, staff, and community members to be informed and trained on educational and family trainings.

Evaluation Data Source(s) 2: Attendance Records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Family Engagement Center has four meetings a week to assist parents on topics such as, child's education, personal issues, parental policy compact, and ways to assist. (FAME 1,2,6,13,14)	FAME Coordinator, CIS, and Teachers	Attendance Records				
	Funding Sources: Title I - 4050.00					
2) VIPS (Volunteers in Public Schools) assist with events, field trips, classrooms, library, office, and workroom activities. They also serve as guest speakers. (FAME 9)	Administrators, Parents, and Teachers	Applications filled out online and approved by the district				
3) Title I collaborates with Family Engagement Center in an annual literacy breakfast to provide parents skills to assist students with literacy and offer many activities modeled to take home. Refreshments are served. (FAME 1,2,5,6,13,14)	Title I/Bridge Interventionist and parents	Sign-in sheets and participation, Bush Newsletters, and Title I/Bridge Invitations				
	Funding Sources: Title I - 500.00					
4) YMCA provides parents free after school care for Bush students in need of extra help with academics and enrichment during the school year and summer months. (FAME 13, ASP 2)	Administrators, CASE and YMCA	CASE and YMCA applications and waiting lists				
5) Include SMART goals, action steps and the evaluation plan described in your campus FAME plan (Title I, Part A) (FAME 1,2,5,6,13,14)	Administrators, FAME coordinator	FAME plan				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	To improve quality of flexible group instruction by providing Intervention strategies, and through push-in support .(ELA1, ELA4, ELA9)
1	2	2	Using PLC time to analyze and compare data, evaluate student work, plan for differentiated instruction, and implement vertical alignment using TEKS.(DMAC, ELA12, AA 3,4,5)
1	2	3	Using CPR (Catching Problem Readers) / data to determine appropriate intervention: Title I and Bridge Reading and in-class support. (ELA4)
1	2	4	After school tutorials are held for those students in 3rd and 4th grade not making sufficient progress in Reading. (ELA4)
1	2	5	Bush will increase ELL, Hispanic and Economically Disadvantaged student achievement by at least 5% through the use of instructional strategies as evidenced by STAAR results in Reading in May 2019. (ELA10, SLE 2,3)
1	3	1	ESL students will be provided supplemental small group instruction, using flexible grouping, according to TELPAS levels. As well as instructional intervention using the research-based programs: REACH, Into the USA and English at your Command. (SLE 2,3)
1	3	2	PLC's/LPAC are implemented to analyze data and provide teacher support in lesson preparation, sheltered instruction methods, linguistic accommodations and vocabulary development, while following the bilingual framework, ESL framework and the dual language program. (SLE 2,3)
1	3	3	Select students in 3rd and 4th grade will receive tutorials, according to their TELPAS levels to build and develop language skills in all domains. (SLE 2,3 ELA 10
1	7	1	Using PLC time to analyze and compare data, evaluate student work, plan for differentiated instruction, and implement vertical alignment using TEKS. (ELA12, DMAC)
1	7	2	Bush will increase ELL, Hispanic and Economically Disadvantaged student achievement by at least 5% through the use of instructional strategies as evidenced by STAAR results in Writing in April 2018.