Houston Independent School District

275 Bush Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Success for every student in a consistently rigorous academic program. Bush Elementary values hard-work, dedication, and excellent attendance by the students, faculty, and staff.

Vision

Bush Elementary is committed to providing a positive, safe and enriching environment for children to learn, where all are valued. All children should enjoy their learning, achieve their potential and become independent life-long learners.

Strategic Priorities

Bush Elementary values hard-work, dedication, and excellent attendance by the students, faculty, and staff.

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

Barbara Bush Elementary is located in far, west Houston and celebrated it's 30th anniversary in January 2022. Our school is unique in that 31 years there have only been 2 principals with the previous principal serving for 12 years and I've served as principal for the past 19 years. Our community is very diverse as we're located in the Energy Corridor which contributes to a large ex-pat population. We're proud of the over 40 languages that are spoken at home and the world-wide cultures that are represented in our student body. Barbara Bush Elementary is a PK - 5 neighborhood school that serves the students living within the attendance zone. For the 2022 – 2023 school year, the enrollment is 732; and the ethnicity of the student body includes approximately 31% Asian, 25% Caucasian, 24% Hispanic, 14% African American, and 5% multi-race. The diverse student body is 29% LEP, 26% GT, and 25% Economically Disadvantaged. Bush offers many diversified and exciting programs to meet the special needs of its population. Students are grouped heterogeneously, except for Gifted and Talented classes, at each level starting in kindergarten.   All Bush teachers are Gifted and Talented certified. Bush classes follow a simple exchange model in grades 1-5.   Bush has a diverse population of students classified as Limited English Proficient (LEP). ESL (English as a Second Language) classes are offered in grades PK-5 to meet the needs of our EL students. The Special Education Department includes two SLL, PSI, Resource, and Speech classes.

Demographics Strengths

Our diverse student body leads to a rich and robust learning environment. Bush Elementary's smaller enrollment is allowing for fewer classes and space available for dyslexia support, social work support, interventions, and accelerated instruction.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: With a large number of students identified as EL, our reading "Approaches" levels are historically lower due to learning the language and needing high levels of comprehension to approach and master the STAAR. Root Cause **Root Cause:** 26% of our students are EL. Students in just their second year of English language learning are expected to approach and master the STAAR at the same level of native speakers.

Student Learning

Student Learning Summary

Bush Elementary earned a 97 or "A" under the current TEA Accountability System in 2022. Bush Elementary earned all 6 Distinction Designations: ELA/Reading, Math, Science, Academic Growth, Closing Achievement Gaps, and Postsecondary Readiness. All English Language Arts teachers are ESL certified and all teachers are GT certified. Knowing the best practices for ESL and GT contributes to our teachers having a deeper understanding of how to meet the needs of students just learning the language and needing to meet the needs of the high performing student. The percentage of students who scored "Approaches" in STAAR reading was 96% and math was 95% in 2022. Evidence of continued rigor at Bush Elementary is evident in the percentage of students who scored "Masters" on STAAR reading 64% and math 63%. The percentage of students who scored "Approaches" on STAAR science was 86% and 46% "Masters". The Intervention teacher, classroom teachers, and Teacher Assistants provide small group instruction to Tier II and Tier III students. Accelerated Instruction, under HB4545, is also provided to our fourth and fifth grade students that did not meet approaches on the previous year's STAAR in reading and math.

Student Learning Strengths

Teachers in grades 1 - 5 are departmentalized. This allows the teachers to become masters in their subject area. The grade levels meet and plan weekly in their departmentalized groups. This program has been successful for Bush Elementary as the teachers are able to focus and receive specialized training on their specific subject areas and not all subject areas. In addition, grade level PLCs focus on subject specific work.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Attendance rate has dropped from 98% to 95.8% and students who are not at school are not receiving quality first instruction or necessary interventions or enrichment. **Root Cause:** Delays in students getting into or even having Temporary Online Learning contributed to a tremendous number of absences. Parent fears due to the COVID in your classroom letters that were sent home by the principal. Capped transfer students had lower attendance than their in zone counterparts.

School Processes & Programs

School Processes & Programs Summary

Bush Elementary provides for EL students and GT students in addition to a small special education and dyslexia population in addition to our quality first instruction in our regular education program. As a non-Title 1 school, there are no additional programs available for academics. Project CLASS is utilized for teaching social skills. This provides for training for our teachers and a social worker to visit one day a week. Until the pandemic hit, Bush Elementary had a low faculty and staff turnover rate. This longevity of faculty and staff leads to a family environment where everyone supports one another. Historically high attendance rates contribute to high levels of student learning as the students are at school 98% of time. Last year's attendance rate was at 95.8%. In the thirty years of operation, Bush Elementary as never had an attendance rate this low. Professional development on campus is provided by campus leadership due to a lack of funds. The SDMC committee regularly meets to review and discuss school data and initiatives.

School Processes & Programs Strengths

A well-developed instructional model focuses on meeting the needs of all students using EL and GT strategies which has contributed to a history of exemplary standards and excellence. Consistency in personnel is a strong point. In thirty-one years, there have been 2 principals, and I'm in my 19th year as principal of Bush Elementary. Last year's attendance rate was 95.8%. This year we're able to focus on and address attendance issues.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Attendance rate has dropped form 98% to 95.8% **Root Cause:** COVID quarantines, concerns by the parents, and capped students travelling from long distances led to lower attendance rates.

Perceptions

Perceptions Summary

Our attendance rate has averaged 98% and for the first time our attendance dipped to 95.8%. We have renewed our focus on attendance. Families new to Bush that have a high mobility rate struggle with our push for high levels of attendance. We're finally have a Wrap Around Specialist and she is helping with instilling the importance of good attendance on a child's academic and future success.

Bush Elementary has a tradition of excellence that dates back to our opening in January 1992. High expectations in everything we do is a hallmark of Bush Elementary.

Perceptions Strengths

Historical strong academic performance, high levels of parent engagement, and high attendance rates along with a consistency in leadership have contributed to a highly successful and sought after school.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Families with high mobility rates struggle with the demands of high expectations for attendance and academics. Root Cause **Root Cause:** The students must come to school every day to receive a high quality education and to make up for any learning gaps. Learning gaps grow when the students have inconsistent attendance

Priority Problems of Practice

Problem of Practice 1: Attendance rate has dropped from 98% to 95.8% and students who are not at school are not receiving quality first instruction or necessary interventions or enrichment.

Root Cause 1: Delays in students getting into or even having Temporary Online Learning contributed to a tremendous number of absences. Parent fears due to the COVID in your classroom letters that were sent home by the principal. Capped transfer students had lower attendance than their in zone counterparts.

Problem of Practice 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio

- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 83% to 85%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: For the 2022 - 2023 school year, 100% of PK - 5 reading language arts teachers will plan, implement, and monitor student performance on the grade level TEKS.

Evaluation Data Sources: 2023 STAAR Reading Scores

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: PK - 5 grade reading teachers will plan together weekly in grade and subject level PLCs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance will increase as the teachers will work together to plan highly effective lessons. **Staff Responsible for Monitoring:** T-TESS Administrators **Action Steps:** Subject level teachers will plan weekly and discuss objectives, assignments to grade, and interventions. PLC agendas will be submitted weekly. **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: For the 2022 - 2023 school year, all K - 5 reading language arts teachers will administer the REN360 and BRR (Grades 4- 5 only for Tier II & III, new to Bush) following the HISD testing window schedules. Data will be used to monitor student progress and conduct teacher and teacher assistant small group interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students' improvement will be documented on the MOY and EOY assessments. **Staff Responsible for Monitoring:** Classroom Teachers **Action Steps:** Teachers administer assessments and plan for instruction and interventions based on the data. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Follow state guidelines for HB4545 and provide 30 hours of accelerated instruction for each 4th and 5th grade student that failed STAAR reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the "approaches" level on the 2023 STAAR reading exam. **Staff Responsible for Monitoring:** Teachers and Admin team. **Action Steps:** Determine students needing accelerated instruction, schedule and document the accelerated instruction, and monitor student progress. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teacher extra duty pay for after school tutoring - 2890000000 - Federal Special Revenue - 6100 - Payroll - $7,668.50				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 82% to 84%.

> **Strategic Priorities:**
> Expanding Educational Opportunities

Measurable Objective 1: For the 2022 - 2023 school year, 100% of PK - 5 math teachers will plan, implement, and monitor student performance on the grade level TEKS.

> **Evaluation Data Sources:** 2023 STAAR Math Scores
>
> **HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: PK - 5 grade math teachers will plan together weekly in grade and subject level PLCs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance will increase as the teachers will work together to plan highly effective lessons.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: T-TESS Administrators				
Action Steps: Subject level teachers will plan weekly and discuss objectives, assignments to grade, and interventions. PLC agendas will be submitted weekly. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: For the 2022 - 2023 school year, all K - 5 math teachers will administer the REN360 following the HISD testing window schedules. Data will be used to monitor student progress and conduct teacher and teacher assistant small group interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students' improvement will be documented on the MOY and EOY assessments.				
Staff Responsible for Monitoring: Classroom Teachers				
Action Steps: Teachers administer assessments and plan for instruction and interventions based on the data. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Follow state guidelines for HB4545 and provide 30 hours of accelerated instruction for each 4th and 5th grade student that failed STAAR math.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Students will meet the "approaches" level on the 2023 STAAR math exam.
     Staff Responsible for Monitoring: Teachers and Admin team.
     Action Steps: Determine students needing accelerated instruction, schedule and document the accelerated instruction, and monitor student progress.
 	
     TEA Priorities:
 Build a foundation of reading and math
     Funding Sources: Teacher extra duty pay for after school tutoring - 2890000000 - Federal Special Revenue - 6100 - Payroll - $7,668.50				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of students in grades PK - 5 receiving college readiness activities/events will increase to four times a school year.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: During the 2022 - 2023 school year, Bush Elementary will increase PK - 5 college readiness activities/events to four times a year.

Evaluation Data Sources: Calendar information about the events, teacher lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Meet with the SDMC to determine events including a college shirt day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be more aware of colleges	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All faculty and staff.				
Action Steps: Decide on events, publicize events, and have the events with the first one a college t-shirt day to recognize and celebrate the colleges the faculty/staff/parents/family attended. **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: We will have a school-wide Diploma Day. Teachers will bring in their diplomas or show an image and discuss the meaning and work involved with earning a diploma. Students will determine their goal for college and the degree they would need to work towards and earn.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Awareness of the relationship between the study of topics, the degree earned, and potential job. **Staff Responsible for Monitoring:** Teachers Admin team **Action Steps:** Bring in diploma. Discuss what it took to earn the diploma, degree earned, and jobs. Students brainstorm goals for college and careers. Students create a diploma goal for degree to earn to get the job they're working towards. **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: Students will become aware of colleges. College pennants will be created and displayed on doors and in the hallways.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will become aware of colleges. **Staff Responsible for Monitoring:** Teachers Admin Teams **Action Steps:** Teachers expose students to the colleges they attended. Students discover the colleges family or family friends attended. Students create pennant for college they would like to attend. **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in individual grade level career days.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will discover and learn about a variety of careers and college degree needed for the careers. **Staff Responsible for Monitoring:** Teachers Admin Team **Action Steps:** Teachers invite parents to come present to the grade level. Teachers create the schedule. Students learn about careers and the college work and degree needed. **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading assessments will increase by 1%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: During the 2022 - 2023 school year, the percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase by 1%.

Evaluation Data Sources: Teacher assessments
TEA practice assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide interventions based on student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students scores will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SpEd teachers Classroom teachers **Action Steps:** Provide targeted interventions Document interventions and progress monitor. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will progress monitor students on a regular basis to check for progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' performance will improve.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SpEd teachers Classroom teachers Teacher assistants. **Action Steps:** Regularly monitor students' performance with formative and summative assessments. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will follow the assessment calendar to regularly assess students' progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' performance will improve.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers SpEd teachers Campus Test Coordinator **Action Steps:** Teachers follow testing schedule. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE For the 2022 - 2023 school year, attendance initiatives will be put in place to increase attendance from 95.8% to 97%.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022 - 2023 school year, Bush Elementary's attendance rate will increase from 95.8% to 97%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Each week classes with perfect attendance will be recognized on the morning announcements, in their class, on the wall outside their class, and in the front hall attendance tracker poster.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Acknowledge outstanding attendance and increase attendance. **Staff Responsible for Monitoring:** Admin Team SIR WrapAround Specialist **Action Steps:** Get weekly perfect attendance data, acknowledge classes with perfect attendance in multiple formats. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Each 6 weeks attendance data will be complied and students with less than 90% for that grading period will receive and individualized letter stating the number of absences for that grading period and for the year. The letter will need to be signed and returned.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parent awareness of attendance concern Increase attendance **Staff Responsible for Monitoring:** WrapAround Specialist **Action Steps:** SIR runs report of students with less than 90% attendance. WRS creates letters to be signed by principal. WRS sends out letters and collects returned letters with parent signature. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: Each 6 weeks, attendance incentives will occur for classes with perfect attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive reinforcement will encourage more students to come to school when not sick.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: WrapAround Specialist SIR Admin Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE For the 2022 - 2023 school year, Project CLASS will continue to be used by 100% of the teachers and teacher assistants to teach social skills and reduce discipline referrals to the office.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022 - 2023 school year, Project CLASS will continue to be used by 100% of teachers to teach social skills and reduce referrals to the office and increase student learning in the classroom.

Evaluation Data Sources: Office referrals
Project CLASS social worker data and observations in the classroom.

HB3 Board Goal

Strategy 1 Details			Reviews	
Strategy 1: All administrators, faculty, and teacher assistants receive Project CLASS training.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved students' social skills which leads to a reduction in office referrals and more time for students to be in class learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Project CLASS social worker, Admin team				
Action Steps: All administrators, faculty, and teacher assistants receive Project CLASS training. All implement Project CLASS strategies on campus with fidelity. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Project CLASS Contracted Service - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $9,000				

Strategy 2 Details	Reviews			
Strategy 2: Project CLASS social worker is assigned one day a week to provide in-class and pull-out support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved students' social skills which leads to a reduction in office referrals and more time for students to be in class learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team Teachers Project CLASS social worker				
Action Steps: Teachers make referrals for specific students or for assistance on an in-class social skill. Project CLASS social worker works with classes, groups, and individuals based on need. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Project CLASS strategy focus each week on the morning announcements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved students' social skills which leads to a reduction in office referrals and more time for students to be in class learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin team				
Action Steps: Social skill strategy is assigned for each week. Students shares information and tips for successfully implementing that strategy. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION   For the 2022 - 2023 school year, we will ensure a 100% focus on student health, safety, and well-being.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022 - 2023 school year, we will ensure 100% focus on student health, safety, and well-being.

Evaluation Data Sources: Compliance and communication with regards to guidelines.

Strategy 1 Details	Reviews			
Strategy 1: Utilize HISD COVID Response kit to follow guidelines for healthy habits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Healthy students are at school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Admin team **Action Steps:** Follow the guidelines and exclude sick students. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: For the 2022 - 2023 school year, 100% of teachers will provide weekly social emotional lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn ways to cope and be successful in class.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: T-TESS administrators Counselor SEL campus liaison **Action Steps:** Provide Academics and SEL training during August pre-service. Teachers created and conduct weekly SEL lessons that are documented in their lesson plans. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: All five safety drills will be conducted throughout the 2022 - 2023 school year following the HISD guidelines for number of occurrences for each type of drill.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Faculty, staff, and students will be knowledgeable about the process and procedures in response to safety events. **Staff Responsible for Monitoring:** Safety Captain Safety and Security Team Admin Team **Action Steps:** Train faculty and staff at beginning of the year on Safety Drills. Post required maps in classrooms. Review safety on campus at every faculty meeting. Safety and Security team meets monthly. Schedule and conduct the drills throughout the academic year. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION   For the 2022 - 2023 school year, 100% of the special education teachers will follow the students' IEPs.

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: For the 2022 - 2023 school year, 100% of the special education teachers will follow the IEPs to provide instruction.

Evaluation Data Sources: Goalbook - IEP Updating
ARD Documents on EasyIEP

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will follow the guidelines to provide instruction using the IEPs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students meet goals established in their individualized IEPs. Students' IEPs are followed with fidelity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special education teachers Admin team				
Action Steps: Students IEPs are reviewed and discussed between the Special Education teachers and teacher assistants and regular education teachers. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: 100% of Special Education teachers will create and update IEPs at ARDs following all timelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' learning is personalized and tracks progress.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Teachers Special Education Department Chair				
Action Steps: Review and update IEPs in preparation for yearly ARDS. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will regularly communicate students' progress towards meeting IEP goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be in regular communication with the parents about the child's progress.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Teachers Special Education Department Chair **Action Steps:** Teachers monitor student progress towards meeting IEP goals. Teachers compile data to share with parents on a regular basis. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
 For the 2022 - 2023 school year, 100% of guidelines for identifying and serving special populations will be followed.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: For the 2022 - 2023 school year, 100% of guidelines for identifying and serving special populations will be followed.

Evaluation Data Sources: Compliance in reports for identifying and serving students in special populations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Administrators are up-to-date on HISD guidelines for the special programs and follow through with the implementation of all guidelines while identifying and serving the identified students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are receiving the correct services that they qualify for. **Staff Responsible for Monitoring:** Administrator over the special population programs. **Action Steps:** Assign administrators to oversee the special populations, attend trainings, and share information with the related faculty and staff. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				
Strategy 2 Details	**Reviews**			
Strategy 2: Follow testing windows HISD has established to create school specific testing schedules/times for Dyslexia and Gifted and Talented. In addition, all testing guidelines will be followed with fidelity.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student results for these special programs/services will be reliable and accurate. Students will receive the services they qualify for. **Staff Responsible for Monitoring:** Testing Coordinators Admin Team **Action Steps:** Attend testing trainings. Create schedules for testing. Train test administrators. Ensure tests are administered with fidelity. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Economically disadvantaged and at-risk data will be collected and recorded accurately.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate data will ensure appropriate funding and services are provided.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS Coordinator Admin Team				
Action Steps: Collect student data, input data into PowerSchool. Regularly review data for reasonableness. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT
For the 2022 - 2023 school year, we will continue to have a strong functioning PTO.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: For the 2022 - 2023 school year, continue to have a strong and supportive PTO that works with Bush Elementary to provide and support parent and community engagement on campus.

Evaluation Data Sources: School calendar and newsletter of events.
PTO Board minutes

Strategy 1 Details	Reviews			
Strategy 1: For the 2022 - 2023 school year, the principal regularly meets with the PTO Board to discuss and review school events to engage the parents and community along with supporting the school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Stronger connections and greater support from the parents in supporting all academic and community programs at Bush. **Staff Responsible for Monitoring:** Admin team **Action Steps:** Set monthly agendas and plan events. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Support the PTO by including a section for PTO news and information in the weekly newsletter Paw Prints.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents along with faculty and staff can be aware of and participate in PTO sponsored events.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team **Action Steps:** Include PTO information in the weekly Paw Prints. **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** SMORE newsletter template - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $149				

Strategy 3 Details	Reviews			
Strategy 3: Increase PTO events on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Family involvement in school activities will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Action Steps:** Principal works with PTO Board to select a variety of family friendly events to occur throughout the year. **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
For the 2022 - 2023 school year, Bush ES will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), Type 2 Diabetes (Grades 1, 3, 5), Medication Administration and AED Maintenance Checks.

> **Strategic Priorities:**
> Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By December 1, 2022, the school nurse will have completed 100% of all required vision, hearing, and diabetes screenings for the required grade levels.

> **Evaluation Data Sources:** Data entry and state reporting.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will schedule and conduct all required screenings and input all data by December 1, 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are in the best physical condition for learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse				
Action Steps: Nurse sets schedules for screenings, notifies parents when students do not meet the standard, contacts parents with referrals as needed, and inputs data. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Nurse ensures 100% of students are up to date on immunizations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Healthy students can be at school and learn.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse				
Action Steps: Nurse checks immunizations at registration and throughout the year to ensure the students are in compliance. Nurse contacts parents for those out of compliance. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Nurse will be responsible for Medication Administration and AED maintenance checks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be healthy while receiving required medication. AEDs will be functioning in case of need.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Admin Team				
Action Steps: Nurse follows doctor's orders on HISD paperwork for medication administration. Nurse trains admin team to administer medication in her absence. Nurse conducts monthly AED maintenance checks.				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: PE teacher, Wrap Around Specialist, and Nurse work together to coordinate the health program with the teachers and administrators.

Evaluation Data Sources: Evidence of an instructional focus on the coordinated health program.

Strategy 1 Details	Reviews			
Strategy 1: PE teacher, Wrap Around Specialist, and Nurse work together to coordinate the health program with the teachers and administrators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Healthy and informed students. **Staff Responsible for Monitoring:** Nurse WRS PE Teacher **Action Steps:** Staff responsible meet together regularly to share with all teachers. **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Nurse and admin team will conduct healthy body information sessions with the fifth grade boys and girls.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students are provided with accurate health information about their changing bodies. **Staff Responsible for Monitoring:** Nurse Admin team **Action Steps:** Nurse and admin team review the HISD fifth grade program. Schedule and conduct training with the fifth graders broken down by girls and boys. **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Wrap Around Specialist will focus on nutrition and healthy lunches with students and parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Healthy students who eat nutritious meals are more prepared to learn. **Staff Responsible for Monitoring:** WrapAround Specialist **Action Steps:** Monitor cafeteria lunches. Meet with students and parents about healthy lunch options. **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

State Compensatory

Budget for 275 Bush Elementary School

Total SCE Funds: $17,177.00
Total FTEs Funded by SCE: 0.34
Brief Description of SCE Services and/or Programs

Extra duty pay for teachers for teachers to provide interventions after school for at-risk students ($368). Partial funding at the following salary percentages for classroom teachers with at-risk students: 23% K teacher, 6% K teacher, 5% third grade teacher

Personnel for 275 Bush Elementary School

Name	Position	FTE
Grace Baker	Kindergarten teacher	0.06
Sarah Baber	Third grade teacher	0.05
Shawn Myers	Kindergarten teacher	0.23

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Theresa Rose	Principal
Administrator	Mary Hacopian	Assistant Principal
Classroom Teacher	Sarita Sheth	Classroom teacher
Administrator	Jewell Quinonez	Counselor
Classroom Teacher	Rachel Larson	Classroom teacher
Classroom Teacher	Natalie Fox	Classroom teacher
Classroom Teacher	Crystal Jones	Classroom teacher
Classroom Teacher	Caroline Pham	Classroom teacher
Non-classroom Professional	Theresa Orta	Art teacher
Non-classroom Professional	Erin Pham	PE teacher
Non-classroom Professional	Barbie Miller	Librarian
Parent	Amy Gnau	PTO President
Parent	Anuradha (Nikki) Vedi	PTO Vice President
Paraprofessional	Adriana Rosales	SIR
Parent	Maha Aburas	Parent
Classroom Teacher	Xiaotong Mi	Classroom teacher
Business Representative	Thuraya Mayet	Business representative
Administrator	Saundra Mouton	Assistant Principal

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	1	1	Project CLASS Contracted Service	6200 - Contracted Services	$9,000.00
5	6	1	2	SMORE newsletter template	6300 - Supplies and Materials	$149.00
					Sub-Total	$9,149.00
2890000000 - Federal Special Revenue						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	3	Teacher extra duty pay for after school tutoring	6100 - Payroll	$7,668.50
2	1	1	3	Teacher extra duty pay for after school tutoring	6100 - Payroll	$7,668.50
					Sub-Total	$15,337.00

Addendums

Bush ES 2022-2023 Professional Development Plan

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 8	In-Person	Campus PD Day • Policies and Procedures for Excellence • Faculty/Staff Handbook	Faculty/Staff Handbook	All Board Goals
Aug. 9-12	In-Person	District-wide Central PD Days	HISD Training	All Board Goals
Aug. 15	In-Person	Teacher Work Day	NA	NA
Aug. 16	In-Person	Campus PD Day • ELA and Math Expectations • Data Review and Intervention Planning	Elementary Guidelines PR Folders STAAR Summaries	All Board Goals
Aug. 17	In-Person	Campus PD Day • Parent Communication	Communication Guidelines	All Board Goals
Aug. 18	In-Person	Campus PD Day • T-TESS Training • Classroom Expectations	HISD Training	All Board Goals
Aug. 19	In-Person	Campus PD Day • Social Emotional Learning	HISD Training	All Board Goals
Oct. 4	In-Person	Campus PD Day • Social Emotional Learning • GT Rigorous Events • T-TESS Calibration	GT TPSP Guidelines T-TESS Rubric	All Board Goals
Jan. 6	In-Person	Data Review • Focus and EOY Goals • Planning with the End in Mind	REN, BRR, Formative/Summative Data	All Board Goals
Feb. 20	In-Person	• HISD Compliance Courses	OneSource	All Board Goals