

**Wylie Independent School District**  
**George W. Bush Elementary**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

All students at George W. Bush Elementary will grow together to become life-long learners who embrace diversity, encourage each other and positively impact the world with the confidence and character to become successful leaders achieving excellence through perseverance and soaring high into the future.

## Vision

George W. Bush Elementary- an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Elementary campus with 756 students K-4. 48% Economically Disadvantaged, 41% English Language Learners. 10% served in Special Education. We have a diverse student population with .7% American Native, 2% Asian, 6% African American, .5% Native Hawaiian, 27% White and 3% with two or more races.

### Demographics Strengths

We believe a part of our strength is our diversity. In our dual language program we have 47% English Language Learners and in our student population in both General Education and Dual Language is very diverse. Our Teaching staff is diverse as well with the 92% of the staff having more than two years experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase parent involvement in order to help parents better understand how to support their child at home and to create a more cohesive parent community.

**Root Cause:** Families live in various neighborhoods around town versus just the campus neighborhood. With almost a 50% poverty rate our staff is requiring an understanding of working with families of poverty.

# Student Learning

## Student Learning Summary

4th grade English language learners in the Dual Language program show a significant gap in the area of Reading, in addition, 4th grade students who are economically disadvantaged show this same gap.

3rd grade students need to increase in Masters in both Reading and Math.

Kindergarten BAS 52% meet, 31% Advanced, First BAS 31% meet, 41% Advanced, 15% does not meet expectations, Second BAS 33% meet, 39% Advanced, 11% does not meet expectations.

Tested Areas	Campus % Approaches	State% Approaches	Comparison to State + or _	Campus % Meets	State % Meets	Comparison to State + or _	Campus % Masters	State % Masters	Comparison to State + or _
3rd Reading	87%	76%	+11	63%	44%	+19	43%	28%	+15
3rd Math	89%	78%	+9	58%	48%	+10	24%	24%	equal
4th Writing	87%	65%	+22	56%	33%	+23	20%	10%	+10
4th Reading	86%	59%	+27	68%	29%	+39	42%	12%	+30
4th Math	87%	74%	+13	64%	46%	+18	45%	28%	+17

## Student Learning Strengths

We scored 10% or above the state in every area in the *meets* category and 30% above the state in 4th grade Reading in the *masters* category. We also scored 15% above the state in the 3rd grade reading *masters* category.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Ells across the grade levels needing to make one years growth on Tel-pas. **Root Cause:** High ELL population requiring specific strategies to develop language.

**Problem Statement 2 (Prioritized):** Students in 4th Dual Language Reading testing in English, need to increase their level of Meets and Masters. **Root Cause:** Teachers in 4th grade need to meet with their ELL in guided reading groups to build vocabulary, comprehension and confidence in their 4th grade readers.

**Problem Statement 3 (Prioritized):** Students in 3rd grade need to increase Masters in both reading and math. **Root Cause:** Teachers need to ensure they are pushing their high students and not just allowing them to remain status quo.

**Problem Statement 4:** 28% of First Grade Students scoring below grade level according to BAS. **Root Cause:** Teachers need to ensure that they are developing oral language in both languages to enable students to make meaningful connections to literacy development.

**Problem Statement 5 (Prioritized):** Students need to be taught behavior expectations so that they will be successful in school. **Root Cause:** Teachers need to be trained on Social Emotional Learning (SEL) so students can be taught to manage their own behavior.

# School Processes & Programs

## School Processes & Programs Summary

Dual Language Program Two Way Dual Language program is a biliteracy program that integrates students proficient in English and students of limited English proficiency while providing instruction in core content areas in both English and Spanish. The program is an enrichment approach aiming for all to attain proficiency in two languages with high levels of achievement in all of the core content areas.

Guided Reading

Math Workshop

Writer's Workshop

PLCs

Team Leader

Intervention time

PTA

Watchdogs

Mentors

Pals

Interview Team

Leadership

## School Processes & Programs Strengths

Teachers have developed a strong RTI team to manage individual student gaps and concerns with appropriate intervention. The Dual Language Program has evolved to include the biliteracy model increasing the amount time students spend daily in each language and integrating content with language.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students in grades k-2 who show instructional gaps have limited program options to focus on phonemic awareness. **Root Cause:** Title I specialist has used LLI to focus comprehension and fluency.

# Perceptions

## Perceptions Summary

Bush is a welcoming multicultural campus. All families are welcomed and encouraged to be involved.

## Perceptions Strengths

All materials sent home are in Spanish and English

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students who lack social and emotional skills need to be explicitly taught by staff that have been trained in a school wide model. **Root Cause:** Teachers had not been given consistent SEL training and resources.



# Priority Problem Statements

**Problem Statement 6:** ELLs across the grade levels needing to make one year's growth on Tel-pas.

**Root Cause 6:** High ELL population requiring specific strategies to develop language.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students in 4th Dual Language Reading testing in English, need to increase their level of Meets and Masters.

**Root Cause 7:** Teachers in 4th grade need to meet with their ELL in guided reading groups to build vocabulary, comprehension and confidence in their 4th grade readers.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Students in 3rd grade need to increase Masters in both reading and math.

**Root Cause 8:** Teachers need to ensure they are pushing their high students and not just allowing them to remain status quo.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Students need to be taught behavior expectations so that they will be successful in school.

**Root Cause 9:** Teachers need to be trained on Social Emotional Learning (SEL) so students can be taught to manage their own behavior.

**Problem Statement 9 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

## **Accountability Data**

- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia Data

## **Employee Data**

- Campus leadership data

# Goals



**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 1:** Our school will establish programs to teach how to build relationships and manage emotions to prevent bullying and violence on our campus.

**Evaluation Data Sources:** Office referrals and staff observations

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement Wylie Way initiatives focusing on Respect &amp; Relationships</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become more responsible, respectful and courteous to each other.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 2:</b> Implement Social Emotional Learning on our Campus. (SEL)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to deal with stress, and become responsible, respectful and courteous to each other.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Counselor</p> <p>Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				

**Strategy 3:** Implement Wylie Way initiatives focusing on Responsibility, Grit, Hpe and Gratitude by creating Wylie Way implementation plans for school wide focus days.


**Strategy's Expected Result/Impact:** Students will learn to treat others with respect which will help to eliminated violence in the classroom.

**Staff Responsible for Monitoring:** Admin

Counselor


Teachers

**Title I Schoolwide Elements:** 2.5

Reviews			
Formative			Summative
Nov	Feb	June	Aug
 35%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue






**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 2:** We will improve attendance at our campus by teaching students about goal setting and character traits that lead to success.

**Evaluation Data Sources:** Attendance records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monthly Ranger Rally to celebrate academic growth, character traits, and attendance.  <b>Strategy's Expected Result/Impact:</b> Students will realize the importance of daily attendance at school.  <b>Staff Responsible for Monitoring:</b> Admin                   Counselor                   Ranger Rally Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				



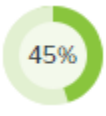
**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 3:** We will welcome parents to our campus and encourage them to be involved in the daily life of our school to increase parent involvement.

**Evaluation Data Sources:** Parent Survey

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Include parents in the development of the parental involvement policy and school-parent compact.</p> <p>Include educational component on the importance of parent involvement.</p> <p>We will have parent involvement meetings several times during the school year that are held both before and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will know the importance of their involvement in their child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Title 1 Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 2:</b> Create a Community/School garden to serve as an outdoor learning environment and an outreach opportunity for master gardener volunteers to partner with the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel welcome and share their knowledge of gardening with their child.</p> <p><b>Staff Responsible for Monitoring:</b> Gardening Committee</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 3:</b> Conduct face-to-face parent teacher conferences twice a year to update parents about the following: student progress, challenges, and areas of improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable and involved in their child's educations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - Title I</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				

**Strategy 4:** 3) Establish the Watchdog Program to include dads from across all the neighborhoods that are part of our school.

**Strategy's Expected Result/Impact:** Dad's of students will be a part of our school community.


**Staff Responsible for Monitoring:** Admin

Counselor


PTA Board


**Title I Schoolwide Elements:** 2.6

**Funding Sources:** - Title I

Reviews			
Formative			Summative
Nov	Feb	June	Aug
 0%			

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

**Goal 1:** Instill community and ethical values in our students

TEA Priority: District Focus

**Performance Objective 4:** On Campus Parent Survey, increase campus percent to be equal to or above district percentage in the area: My child's school supports my child's academic, emotional, and social growth.







<p><b>Strategy 1:</b> Develop standard for classroom communication including weekly newsletters every Monday which include information about school happenings, celebrations, Wenzendays, character building, and Facebook options.</p> <p><b>Strategy's Expected Result/Impact:</b> The school will communicate to parents about school happenings.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 10%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	



**Goal 1:** Instill community and ethical values in our students







TEA Priority: District Focus

**Performance Objective 5:** Increase % on climate survey in the area of community involvement to be more than or equal to the district percent.

<p><b>Strategy 1:</b> Collaborate with the community in the areas of service and leadership by participating in can food drive, Angel tree, mentors, and pals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and families will learn the importance of community service.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Admin title I facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 2:</b> All information to parents will be sent in a language and format they can understand, including: parents right to know teacher qualifications, qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication will be given to all parents regardless of home language.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math







**Performance Objective 1:** Increase performance of at-risk students.

<p><b>Strategy 1:</b> Students who are struggling with academics or behavior will be brought to the RTI committee for solutions to help them be successful. We will specifically meet our ELL 4th Grade Dual Language Students who need support in Reading in English.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are struggling will be given interventions to help them be successful.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Committee</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 2:</b> We will provide books from the book-fair for the students at our school who are at risk.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give books to students who might not have any at home.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math






**Performance Objective 2:** Provide programs preventing students from dropping out.

<p><b>Strategy 1:</b> Students who are at risk will be given reading interventions like LLI and math interventions like Bridges. This will help them to get back on track so that they will be performing on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth and be moving closer to being on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p>RTI Committee</p> <p>Title 1 Facilitator</p> <p>ESL Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> LLI Kits Title 1 interventionist - Title I</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
				
<p><b>Strategy 2:</b> Teachers will be trained on RTI protocol so that they can advocate for all of their students and ensure they will be successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are behind because of Covid 19 will close their gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Title 1 Facilitator, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
				
<p>  No Progress              Accomplished              Continue/Modify              Discontinue         </p>				

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math








**Performance Objective 3:** Provide dyslexia services for students identified with dyslexia.

<p><b>Strategy 1:</b> ) Alpha-phonics and Esperanza pull out classes for students qualifying for dyslexia or k-2 Spanish speakers showing struggle in phonics learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn to read on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Dyslexia Teacher</p> <p>RTI Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 35%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math

**Performance Objective 4:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

<p><b>Strategy 1:</b> Provide staff development session for district counselors and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give counselor and teachers the knowledge they need to serve our students.</p> <p><b>Staff Responsible for Monitoring:</b> District Staff</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act students.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> This will provide school supplies for students who cannot afford them.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b></p> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
	<b>Formative</b>			<b>Summative</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

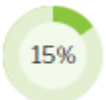


**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs



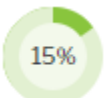




TEA Priority: Build a foundation of reading and math

**Performance Objective 5:** Campus will ensure compliance with the local wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Sources:** Campus Wellness Team  
 Fitness Gram  
 Participation in School Community Wellness Events


**Summative Evaluation:** None

<p><b>Strategy 1:</b> The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to make healthier life choices.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Cafeteria</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 2:</b> The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn how to have healthier lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				
<p><b>Strategy 3:</b> The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance with district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> The school community will be provided with resources to increase physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>Aug</b>
				

<p><b>Strategy 4:</b> Provide healthy snacks to support basic student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be given healthy snacks to help them be more successful in school academically.</p> <p><b>Staff Responsible for Monitoring:</b> teachers</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 5:</b> Create a Community/School garden to include grade level lessons on healthy eating, recycling efforts, and caring for our environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and their families will learn about healthy foods as well as recycling efforts to help take care of the environment.</p> <p><b>Staff Responsible for Monitoring:</b> Garden Committee</p> <p>Admin</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 6:</b> Campus-wide opportunities for health and weight loss will be offered.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be given the opportunity to improve their health through weight loss.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Nurse</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 7:</b> Principal will communicate mindfulness, Social Emotional Learning (SEL), and employee wellness in weekly newsletter and on the announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will learn healthy ways to handle stress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 8:</b> The campus will provide a shaded area for the students to play in at recess.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	June 	Aug

 No Progress

 Accomplished

 Continue/Modify




 Discontinue










**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math

**Performance Objective 6:** Bush students tested on STAAR Reading grade 3-4 will raise the Meets and Masters expectations to 10% above the state with a specific emphasis on 4th grade ELL students in the Dual Language Program who are economically disadvantaged, and students in grades K-2 will have 90% of students reading on grade level.













<p><b>Strategy 1:</b> Differentiate support through guided reading coach for EVERY teacher grades k-2 year (1 &amp; 2) grades 3 &amp; 4 year (3 &amp; 4) based on each individual teachers need as well as any campus wide areas in need of improvement.</p> <p>Guided reading consultant provided in both English and Spanish to support simultaneously DL and Gen Ed to create a cohesive campus program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Admin C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
				
<p><b>Strategy 2:</b> Conduct instructional rounds in classrooms in an effort to be reflective, collaborative, vertically aligned and cohesive in our campus guided reading program.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can work collaboratively to learn better methods for instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers Title I Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	Aug
				
<p><b>Strategy 3:</b> Progress monitoring through BAS &amp; LLI</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know students reading levels so that they can differentiate their reading lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  Teachers  RTI Committee  Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Reviews			
	Formative			Summative
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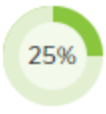
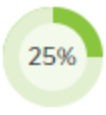




<p><b>Strategy 4:</b> Part time interventionist to work with 2-4 students needing to move to the masters level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will move to masters level.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Leadership / RTI Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Ongoing professional development support will be provided to all staff, through snack attacks and PLC and outside training opportunities. Including Special Education Teachers and Paras who attend the DFW Autism Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continue to learn ideas and techniques to improve their teaching methods.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Tech Admin Teachers C &amp; I</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> We will continue to update our school Library and the literacy library to include all level readers for English and Spanish readers grades K-4. We will continue to update teacher resources to include Prompting guides in English and Spanish and Spanish Learning Continuum, Literacy Continuum, and Comprehension Toolkit materials for the new teachers on our campus.</p> <p>We will provide reading materials for grade level teachers to help improve reading levels.</p> <p>Students in 3rd and 4th grade will receive planners to help with goal setting n Reading</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have many books to read on their reading level which will improve reading for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  Teachers</p> <p><b>Funding Sources:</b> Spanish Books Scholastic (for family engagement) - Title I - \$873.04, Lakeshore Learning Decodeable Readers - Title I - \$109.43, Office Depot for materials for Family Engagement Reading program - Title I - \$377, Spanish Guided Reading Benchmark 2nd grade - Title I - \$2,337.50, SeeSaw Licenses for online reading support - Title I - \$2,337.50, Decodable Readers Wylie Printing - Title I - \$837.15</p>	<b>Reviews</b>			
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math








**Performance Objective 7:** Bush students tested on STAAR Math grade 3-4 will raise the Meets and Masters expectations to 10% above the state and students in grades K-2 will have 90% of students show expected growth from BOY to EOY on Map data.

<p><b>Strategy 1:</b> Math intervention materials will be provided to assist with Tier 2 and Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the tools they need to reach their struggling students.</p> <p><b>Staff Responsible for Monitoring:</b> Selected Paras and Teachers Admin Title I facilitator C &amp; I</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 2:</b> Math materials will be provided for teachers serving in grades 3&amp;4 which will include Education Galaxy.</p> <p>We will also equip additional staff with the manipulatives that were provided for all teachers when the school opened.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give the teachers the materials they need to teach math successfully.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Scholastic Math Readers Smith 2nd grade - Title I - \$148.45, Lakeshore Manipulatives for Jones - Title I - \$66.97, Heinemann Math in Practice grade 2 Cindy Smith - Title I - \$98</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 3:</b> Students will participate in Maker Space to develop problem solving capacities.</p> <p><b>Strategy's Expected Result/Impact:</b> This will empower students to be creative in their problem solving abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Tech Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 4:</b> Provide for extended learning opportunities such as tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give e struggling students the added help they need to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Title I Facilitator Selected Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<b>Strategy 5:</b> 6) Students will participate in math workshop. <b>Strategy's Expected Result/Impact:</b> This will enable teachers to differentiate math instruction for their students. <b>Staff Responsible for Monitoring:</b> Admin Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Reviews</b>			
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<b>Strategy 6:</b> Teachers will be given Math Professional Development. <b>Strategy's Expected Result/Impact:</b> Teachers will learn new math strategies to help their students to be successful in math. <b>Staff Responsible for Monitoring:</b> Teachers Admin. <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Reviews</b>			
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs  
 TEA Priority: Build a foundation of reading and math













**Performance Objective 8:** The campus will provide transition between schools at the beginning and end of year.






<p><b>Strategy 1:</b> Preschool students and their parents will be invited to tour the school with the PK center's end of year events.  <b>Strategy's Expected Result/Impact:</b> This will help students and parents be familiar with the school before the new school year starts.  <b>Staff Responsible for Monitoring:</b> Admin             PK Admin / Teachers</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder with round up and new families with new family orientation.  <b>Strategy's Expected Result/Impact:</b> Students will be familiar with our school and staff before the new school year.  <b>Staff Responsible for Monitoring:</b> Admin             Kinder team             Staff</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Opportunities will provided for both students and parents to visit their incoming 5th grade campuses at year's end. This will be in coordination with the intermediate campuses programs for transition.  <b>Strategy's Expected Result/Impact:</b> Students in 4th grade will become familiar with the school that they will be attending in 5th grade, which will help with the stress of transition.  <b>Staff Responsible for Monitoring:</b> 4th Grade and Kinder Team             Counselor             Admin</p>	<b>Reviews</b>			
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**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math

**Performance Objective 9:** Bush students tested on STAAR Writing in grade 4 will raise the Meets and Masters expectations to 10% above the state and increase TELPAS Writing to 90% of students showing 1 years growth.













<p><b>Strategy 1:</b> Implement Empowering Writer's strategies. Send additional staff to the training if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with tools to teach writing.</p> <p><b>Staff Responsible for Monitoring:</b> 4th Grade Teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 2:</b> Use data taken from writing samples to differentiate instruction to guide students to become successful writers. We will have tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons will be differentiated to meet student's needs in writing.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 3:</b> Motivate and inspire 4th grade students to try their best, practice grit, believe in themselves with a high energy motivational assembly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in 4th grade will be motivated to do their best on all of their academic endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Cheer team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Assembly/ Program - Title I</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 4:</b> Writing vertical team will align writing instruction with each grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Each grade level will know what is expected of their students when it comes to writing. It will help students to be prepared for the next grade.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  teachers  Vertical Writing Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 5:</b> We are piloting a new Lucy Calkins writing program and will provide training and materials for our teachers who are using this program.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give teachers the extra tools they need to be successful in teaching writing.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p><b>Funding Sources:</b> Lucy Calkins writing grade 3 Garcia - Title I - \$263</p>	<b>Reviews</b>			
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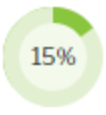




**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math

**Performance Objective 10:** Students in Dual Language program will develop strong academic language and content knowledge in both Spanish and English







<p><b>Strategy 1:</b> Second grade teachers will participate in TPR training and NABE Conference to develop systematic way of presenting Oracy lessons</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained on how to present Oracy lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Admin DL Coordinator, Specialist Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td align="center"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 2:</b> 9 weeks planning to utilize DL specialist and to map out intentional language objectives per unit for each grade level. We will provide for the teachers to have subs during the planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have the opportunity to plan and collaborate together to provide strong language lessons for their students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  DL Coordinator, Specialist  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td align="center"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 3:</b> Spanish I station will be provided to allow for daily Spanish reading practice for all dual language students. k-3</p> <p><b>Strategy's Expected Result/Impact:</b> Spanish students will improve on their reading abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin DL Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td align="center"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 4:</b> Provide an abundance of English and Spanish reading materials in the library for all students to have access to. Librarian will highlight both Spanish speaking and English speaking authors and utilize authentic Spanish literature not just translations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have books and materials that make them excited about reading.</p> <p><b>Staff Responsible for Monitoring:</b> Admin  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>June</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td align="center"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	June	Aug				
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<p><b>Strategy 5:</b> Students in Dual Language will be provided with manipulatives to support handwriting development, reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help develop students' fine motor skills.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Funding Sources:</b> English Language Learner Reading Games Lakeshore Learning - Title I - 6398 - \$310</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 6:</b> Provide students with an abundance of Spanish Science and Social Studies books and instructional materials to go along with the dual language curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> This will give dual language students a wide variety of reading materials to go along with the science and social studies teks</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Dual Language Teachers</p>	<b>Reviews</b>			
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**Goal 3:** Prepare students for a successful life beyond high school  
 TEA Strategic Priority: Connect high school to career and college

**Performance Objective 1:** 100% of students will participate in college week as well as weekly discussions on 'think college Thursdays' and monthly exposure to careers on Mapping your Future Monday.

<p><b>Strategy 1:</b> Include Mapping your future Monday portion on Friday Focus for easy access. Tweet out strong take always using #gdubeagles</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to set goals and make plans for their future.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p>Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week.</p> <p><b>Strategy's Expected Result/Impact:</b> More students being aware of the varied opportunities they have to attend college in the future.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
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**Goal 3:** Prepare students for a successful life beyond high school  
 TEA Strategic Priority: Connect high school to career and college






**Performance Objective 2:** All students will participate in leadership development, life skills practice, and social emotional awareness activities.

<p><b>Strategy 1:</b> All students will learn the importance of goal setting in order to be able to understand factors with which are in their control, how to set priorities, and more clearly define their own strengths and challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to set goals for themselves.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Admin</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Develop leadership opportunities for students including safety patrol, broadcast team, garden patrol, recycling team, Honor Society, and individualized positions for those in most need.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know the qualities that a leader needs in order to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Students will participate in Wenzen Days each week to learn how to handle stress in their lives.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to handle the stress in their lives in a healthy manner.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Students will participate in SEL (Social Emotion Learning) to teach them how to handle their emotions in a positive manner.</p> <p><b>Strategy's Expected Result/Impact:</b> This will empower students to be in control of their emotions and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p>Teachers</p>	<b>Reviews</b>			
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**Goal 4:** Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

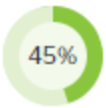





**Performance Objective 1:** Recruiting highly effective teachers

<p><b>Strategy 1:</b> Develop a well-trained interview team to screen and select teachers aligned with campus beliefs.  <b>Strategy's Expected Result/Impact:</b> Teachers will know how to interview for quality staff.  <b>Staff Responsible for Monitoring:</b> Admin                   Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals








**Performance Objective 2:** Ongoing/embedded professional development for teachers

<p><b>Strategy 1:</b> Provide training in all areas of compliance.  <b>Strategy's Expected Result/Impact:</b> Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Provide training for teachers in content areas so that teachers are competent and confident in their teaching knowledge  <b>Strategy's Expected Result/Impact:</b> Teacher will feel confident and be successful at their job  <b>Staff Responsible for Monitoring:</b> Admin teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Attract, retain, and value a quality staff


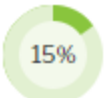




TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

**Performance Objective 3:** Recruiting, hiring, and retention of highly effective teachers

<p><b>Strategy 1:</b> Provide mentoring system for all new teachers.  <b>Strategy's Expected Result/Impact:</b> This will help new teachers to be comfortable and confident at Bush.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Provide SEL training for all teachers at the campus.  <b>Strategy's Expected Result/Impact:</b> This will give teachers the tools needed to deal with student behavior successfully.  <b>Staff Responsible for Monitoring:</b> Admin                       Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
<p><b>Strategy 3:</b> Provide leadership training for members of the leadership team at the Leadership Conference in Rockwall, Texas.  <b>Strategy's Expected Result/Impact:</b> This will help to grow the leaders of our campus.  <b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>June</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 5:** Manage growth in a way that ensures functional equity

**Performance Objective 1:** Monitor growth and needs of a developing community.

<p><b>Strategy 1:</b> Request quarterly updates of build out plan from HOA lead to keep all stakeholders updated with progress.  <b>Strategy's Expected Result/Impact:</b> Administration will be knowledgeable about what is happening in our school neighborhood.  <b>Staff Responsible for Monitoring:</b> HOA                   Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 2:</b> Subscribe to neighborhood newsletter and Facebook page to keep abreast of community changes or needs.  <b>Strategy's Expected Result/Impact:</b> Administration will know how to meet the needs of our changing community.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Support student participation in extracurricular activities to promote character and academic achievement.



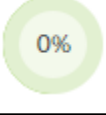




**Performance Objective 1:** Students will have the opportunity to develop their character and to grow academically through varied extracurricular activities.

<p><b>Strategy 1:</b> Students will participate in UIL and the Honor Society to celebrate their academic excellence.  <b>Strategy's Expected Result/Impact:</b> Students will take pride in their academic accomplishments.  <b>Staff Responsible for Monitoring:</b> Honor Society Faculty Advising Committee                      4th Grade Teachers                      UIL Coaches  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 2:</b> Students will learn new skills and knowledge through after school programs.  <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to study new ideas and learn new skills.  <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 3:</b> Students will practice reading excellence through Hooked on Books Club.  <b>Strategy's Expected Result/Impact:</b> Students will be rewarded for reading excellence.  <b>Staff Responsible for Monitoring:</b> Wood                      Admin  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 7:** Celebrate our excellence.

**Performance Objective 1:** Our student's excellence will be shared and celebrated with the community.

<p><b>Strategy 1:</b> We will celebrate our student's academic progress through Growth Awards at Ranger Rally.  <b>Strategy's Expected Result/Impact:</b> Students will be proud of their success.  <b>Staff Responsible for Monitoring:</b> Teacher  Admin  Counselor  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 2:</b> We will share and celebrate activities at our school on Facebook and through the Eagle Editorial.  <b>Strategy's Expected Result/Impact:</b> Parents will be able to share in the activities their children are involved in at school.  <b>Staff Responsible for Monitoring:</b> Admin  Teachers  Counselor  Title 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
<p><b>Strategy 3:</b> We will promote high academic standards in Reading, Math and other core subjects with our 4th graders through participation in the Honor Society.  <b>Strategy's Expected Result/Impact:</b> Students in the honor society will learn about academics, leadership and community service.  <b>Staff Responsible for Monitoring:</b> Faculty Advising committee of the Honor Society  4th grade teachers  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angeles Acosta	Para	Title I	
Ninostchka Yepes	Para	Title 1	
Perla Fernandez	Para	Title 1	
Susie Echols	Title I Facilitator	Title I	

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	3	4			\$0.00
2	2	1	LLI Kits Title 1 interventionist		\$0.00
2	6	6	Spanish Books Scholastic (for family engagement)		\$873.04
2	6	6	Lakeshore Learning Decodable Readers		\$109.43
2	6	6	Office Depot for materials for Family Engagement Reading program		\$377.00
2	6	6	Spanish Guided Reading Benchmark 2nd grade		\$2,337.50
2	6	6	SeeSaw Licenses for online reading support		\$2,337.50
2	6	6	Decodable Readers Wylie Printing		\$837.15
2	7	2	Scholastic Math Readers Smith 2nd grade		\$148.45
2	7	2	Lakeshore Manipulatives for Jones		\$66.97
2	7	2	Heinemann Math in Practice grade 2 Cindy Smith		\$98.00
2	9	3	Assembly/ Program		\$0.00
2	9	5	Lucy Calkins writing grade 3 Garcia		\$263.00
2	10	5	English Language Learner Reading Games Lakeshore Learning	6398	\$310.00
<b>Sub-Total</b>					\$7,758.04
<b>Budgeted Fund Source Amount</b>					\$99,487.40
<b>+/- Difference</b>					<b>\$91,729.36</b>
<b>Grand Total</b>					\$7,758.04

# Addendums