Grand Prairie Independent School District

Global Leadership Academy at Barbara Bush Elementary

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Bush Elementary has approximately 550 students in the PK3 - 5th grade classrooms. The percent of economically disadvantaged students is at 87%. Bush elementary has one way dual language program, two CARE SS units, and two Blended Classrooms. 3% of the population is currently enrolled in the gifted and talented program, 17% are in our special education program, and 63% of our students are considered at risk. Currently we have 73% of our population is Hispanic, 12% African American, 3% Asian, and 3% White. The mobility rate at Bush is at 18%.

Strengths

At Bush Elementary the population is increasing and the focus on hiring qualified professionals is key. Bush currently has nine teachers who have taught ten or more years, eight teachers who have taught from 5 - 10 years, and eleven teachers who have taught 5 years or less. Bush does not have any new teachers this school year. Teacher retention at Bush is high. Teachers are in the process of receiving professional development that focuses on district initiatives.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Bush has a high mobility rate.	Families transition in and out of school campus due to the limited amount of affordable housing in the area.

★ = Priority

Student Learning

Summary

Bush received a "D" overall on state accountability in the three domains with Domain 1 = 64%, Domain 2 = 69% and Domain 3 65%.

Strengths

- Students will use the district problem solving model.
- promote higher- order thinking
- producing independent writers
- producing independent grade-level readers
- producing critical thinkers
- consistent student data results across data sources
- daily implementation of guided reading and guided math
- disaggregating data to drive student instruction

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading.	Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
2 ★	Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies.	Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.

★ = Priority

School Processes & Programs

Summary

Administration and ICoach coordinate trainings as need for staff members based on needs assessment of our student data. Teachers will attend district and campus trainings tailored to student achievement and district goals. Teachers will meet regularly in PLCs to address student performance. We will continue to improve our documentation on attendance. Teacher feedback will be gathered to support additional trainings to build our teacher capacity in our special education classrooms. Campus leadership will work collaboratively with all departments to ensure that all staff attends required training. Campus based staff development is linked directly to student data and student needs.

Technology will be implemented to increase the effectiveness of student learning, instructional management, and staff development. Current campus efforts are documented as successful and in compliance with the GPISD Technology plan.

Teachers will be trained on MAP and HMH to ensure a successful implementation of district initiatives. On going evaluation of student work to ensure student achievement on the SE level.

Strengths

Bush has hired an Instructional Coach and day tutor to help with plan and facilitate instruction and interventions. The instructional coach leads teachers in developing lesson plans, delivery of instruction, and effective assessment tools.The day tutor has been hired to serve as the interventionist for students 3rd - 5th grade. The day tutor focuses closely on teacher feedback and student data to drive interventions.

Teachers focus on Tier 1 instruction and strategies to address areas of academic concerns. The areas of concern are data driven and identified through district and state assessments, universal screeners, and results from other data sources.

ACE and after school tutoring target students who have achievement gaps.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained.	Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.

★ = Priority

Perceptions

Summary

Bush staff and administrators work closely with our Parent Liaison and Counselor. The work done collaboratively is in efforts to advocate for our families and students. The efforts facilitate meaningful parental involvement in the schools, enhance the learning ability of all students, and help parents identify and access valuable community and educational resources.

The students participate in a Panorama survey each year to measure perceptions of connection and belonging, as well as their strengths in self-efficacy , self-management, growth mindset and social awareness.

Panoramic Survey	Bush	District
Growth Mindset	57%	59%
Self-Efficacy	53%	50%
Self-Management	63%	66%
Social Awareness	62%	65%
Sense of Belonging	65%	67%
Teacher Student Relationships	70%	75%

Bush scored high on Teacher student relationships, self-efficacy, sense of belonging and self-management. We will continue to our efforts to exhibit gains in each category with parental support through our (CIC) Campus Improvement Committee. This also provides parents the opportunity to contribute to campus strategies and offer solutions to meet the needs of our community.

Strengths

- A majority of families report feeling welcomed at their child's school
- Participation and attendance in our ACE program is above the State's standards
- Most families feel confident in the safety measures implemented at their child's school
- There is a strong awareness of parent workshops and ACE parent nights
- Positive teacher-student relationships reported by students in grades 3-5
- A strong sense of belonging students in grades 3-5
- A strong growth mindset reported by students in grades 3- 5.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	At Bush, the student self-efficacy score on the panoramic survey scored a low 53%.	The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.
2 ★	Gains need to be made in the 5th grade Science achievement scores. Bush scored a 9% meets on STAAR.	Our teachers need more training in the Science content. allowing discourse in the classroom, and allowing students to engage in the productive struggle. Hands on experiments with an emphasis on academic vocabulary are needed regularly to expose students to real-life experiences.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Bush has a high mobility rate.	Families transition in and out of school campus due to the limited amount of affordable housing in the area.
2 ★	Bush had Meets in Reading 34%, 48%, and 36%. Bush had meets in 24%, 40%, 29% Math. Bush will focus on growing in the areas in Math and Reading.	Tier 1 instruction PD to enhance the delivery in the classroom. Grow capacity in teachers on delivering small group instruction.
3 ★	Bush has increased the special education population by double in the last year. Bush will focus on growing capacity in the teachers for differentiation strategies.	Students in our special education present academic needs and diverse learning styles. Teachers have to be trained in delivering instruction with diverse modalities.
4 ★	Economically disadvantaged students make up 87% of our school population. Small group instruction is the best practice to target closing the gaps but personnel have to be trained.	Students who have a high mobility rate or low socioeconomic status have high academic achievement gaps. Better technology programs are needed to assist in closing the gaps. Small group tutors are needed to provide face-to-face instruction on the specific gaps.
5 ★	At Bush, the student self-efficacy score on the panoramic survey scored a low 53%.	The low score reflects the low confidence in their academic abilities this also negatively impacts motivation, engagement, and achievement.
6 ★	Gains need to be made in the 5th grade Science achievement scores. Bush scored a 9% meets on STAAR.	Our teachers need more training in the Science content. allowing discourse in the classroom, and allowing students to engage in the productive struggle. Hands on experiments with an emphasis on academic vocabulary are needed regularly to expose students to real-life experiences.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**

- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

☑ Targeted Support Strategy

This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.

Strategy's Expected Result/Impact: The consistent reflection of learning walks will ensure the effective implementation of research based instructional strategies being utilized in our PK-2nd grade classrooms.

Staff Responsible for Monitoring: Campus Leadership Team (which consists of campus principal, Assistant Principal, and Instructional coach)

Funding Sources: 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

☑ Targeted Support Strategy

Professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing.

Strategy's Expected Result/Impact: Students' engagement in the lessons will be at a high level; students' mastery of lesson objectives will improve as a result of the team's collaborative efforts.

Staff Responsible for Monitoring: Campus Leadership team.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Bush will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 37% to 40% by June of 2026. (HB3 Goal)

Strategy's Expected Result/Impact: Targeted interventions with data driven results by implementing I-Ready as the main component for tutoring and interventions.

Staff Responsible for Monitoring: ACE coordinator, teachers, and leadership team.

Funding Sources: Tutors and Saturday School. 199 - General Fund, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 2 ☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 22% to 30% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.

Strategy's Expected Result/Impact: By June 2025, Bush will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 8% (from 22% to 30%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: All staff and leadership team.

Funding Sources: Tutors and Saturday School 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.

Strategy's Expected Result/Impact: Bush will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 22% to 30% by June of 2026. (HB3 Goal)

Staff Responsible for Monitoring: All staff and leadership team.

Funding Sources: Tutors and Saturday School 199 - General Fund, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November	January	March	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.

Strategy's Expected Result/Impact: By June 2026, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase (Reading: from 37% to 40%; Math: 22% to 30%).

Staff Responsible for Monitoring: All staff and leadership team.

Funding Sources: Tutors and Saturday School 211 - Title 1, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	January	March	June
Some Progress				

Measurable Objective 3 ☑ High Priority

3rd - 5th Grade Reading Proficiency: The percentage of 3rd - 5th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

The campus will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.

Strategy's Expected Result/Impact: By June 2026, the percentage of Bush students that meet their growth targets in the areas of reading and mathematics will increase by 3%.

Formative Reviews

	November	January	March	June
Some Progress				

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

By June 2026, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7%.

Strategy's Expected Result/Impact: Bush has 20% of a special education population. The focus will be on targeted instruction to scaffold and intervene at the student academic level. The focus will be to provide what students need to increase their growth targets in math and reading by 7% on STAAR.

Funding Sources: Lexia for our special education students. To target reading instruction. IReady for math and reading instruction that yields data. 211 - Title 1, $3,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

By June 2026 the percentage of Emergent Bilingual students in the student growth component that meet their growth targets in areas of mathematics and reading will increase by 7%

Strategy's Expected Result/Impact: Bush Emergent Bilingual populations will increase their growth targets in the areas of mathematics and reading increase by 7% on STAAR.

Funding Sources: Tutors and Saturday School. 199 - General Fund, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback.

Strategy's Expected Result/Impact: By June 2026, Bush will see a 5% decrease in in-school suspension (ISS from 0 to 0), Out of school suspension (OSS from 0 to 0), and Disciplinary Alternative Education Program (DAEP from 1 to 0) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Strategy 2

Increase Staff Capacity for Culturally Responsive Behavior Management - Provide targeted professional development on culturally responsive classroom management, conflict resolution, and trauma-informed practices, including mentoring and coaching cycles for teachers with higher referral rates.

Strategy's Expected Result/Impact: Reduction in disproportionality of discipline placements among male and minority students; improved staff ability to prevent and de-escalate behavioral challenges before they result in formal disciplinary action.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and teachers.

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Elementary campuses will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels.

Strategy's Expected Result/Impact: By June 2026, Bush will increase overall family engagement participation by 10% for campus events by implementing family engagement initiatives and strategies.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 94% to 95% by June 2026.

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Offer daily student attendance incentives, such as stickers, coupons, or school bucks, and host quarterly attendance recognition programs for students who have consistently maintained an attendance rate of 90% or more. Additionally, develop and distribute materials, including posters, flyers, and newsletters, to promote the importance of regular attendance among students and parents. To increase enrollment, the elementary school will showcase its programs through targeted marketing, engage in community outreach, partner with local preschools, and encourage word-of-mouth referrals. The school will also offer world class customer service, personalized assistance, and highlight student success stories to attract new families.

Strategy's Expected Result/Impact: By June 2026, Bush will increase overall ADA from 94.7% to 95.7% and maintain a student enrollment of at least 500 in order to meet the annual fiscal enrollment and attendance goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Counselor, and Teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
No Progress	No Progress		

Strategy 2

Build Positive Campus Culture and Incentives to Encourage Attendance Establish a campus-wide attendance recognition system that includes classroom competitions, monthly celebrations, and individual incentives for perfect or improved attendance. Reinforce the connection between attendance, academic success, and personal responsibility through classroom SEL lessons.

Strategy's Expected Result/Impact: Improved student motivation and sense of belonging, leading to fewer unexcused absences and a stronger school community. Consistent attendance will increase on-task learning time, contributing to improved behavior and readiness skills aligned to long-term academic success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 7

By June 2026, Bush Elementary students that perform at Meets grade level or above on STAAR/EOC science will increase from 17% to 25% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Source: Exit tickets, MAP, District exams.

Strategy 1

This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student

achievement.

Strategy's Expected Result/Impact: By June 2026, Bush will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading, math and science by 4% (from 36% to 40%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress	No Progress		
November	**January**	**March**	**June**

Measurable Objective 8

By June 2026, Bush Elementary students in grades 3rd through 5th that perform at Meets grade level of above on STAAR/EOC Reading in will increase from 38 % to 48 %.

Evaluation Data Source: Exit Tickets, MAP data, District tests, walkthroughs.

Strategy 1

Bush Elementary will improve reading achievement by strengthening Tier 1 instruction aligned to STAAR rigor while implementing targeted Tier 2 and Tier 3 interventions for students approaching or below grade level.

Strategy's Expected Result/Impact: June 2026 Bush Elementary will improve reading achievement by strengthening Tier 1 instruction aligned to STAAR rigor while implementing targeted Tier 2 and Tier 3 interventions for students approaching or below grade level. Implementation of HQIM in all grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and all teachers.

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress	No Progress

November	January	March	June

Measurable Objective 9

By June 2026, Bush Elementary students in grades 3rd through 5th that perform at Meets grade level or above on STAAR Math will increase from 40% to 45%.

Evaluation Data Source: Exit tickets, Common/Unit assessments, MAP data, District tests data, Walkthroughs

Strategy 1

Bush Elementary will increase math achievement by strengthening Tier 1 instruction focused on conceptual understanding and STAAR-aligned problem solving, while implementing targeted Tier 2 and Tier 3 supports for students approaching or below grade level.

Strategy's Expected Result/Impact: Bush will increase Math Achievement by June 2026 by implementing consistent, TEKS-aligned math instruction across grades 3-5. Conceptual understanding using multiple representations (concrete, pictorial, abstract) STAAR-aligned question stems and problem types
Provide ongoing professional learning focused on instructional strategies and vertical alignment.
Use formative assessments, unit assessments, and benchmark data to identify student gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and all teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	No Progress	No Progress	
November	**January**	**March**	**June**

Priority Focus Area Tables

RDA Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	2	2	The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.
1	2	3	The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.
1	3	2	By June 2026, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7%.
1	3	3	By June 2026 the percentage of Emergent Bilingual students in the student growth component that meet their growth targets in areas of mathematics and reading will increase by 7%

Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	1	This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.
1	1	2	Professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing.
1	1	3	Bush will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 37% to 40% by June of 2026. (HB3 Goal)
1	2	1	The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.
1	2	2	The campus will focus on enhancing instruction through collaboration with campus

			and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.
1	2	3	The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.
1	3	2	By June 2026, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7%.
1	3	3	By June 2026 the percentage of Emergent Bilingual students in the student growth component that meet their growth targets in areas of mathematics and reading will increase by 7%

Additional Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	1	3	Bush will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 37% to 40% by June of 2026. (HB3 Goal)
1	2	1	The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.
1	2	2	The campus will focus on enhancing instruction through collaboration with campus and district leadership to address critical needs, providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based strategies, and conducting structured learning walks. It also includes offering opportunities for teachers to observe recognized and distinguished peers, aligning Tier 1 instruction with 21st-century skills, and implementing PLC protocols for lesson internalization and alignment with HQIM to ensure balanced and effective mathematics instruction.
1	2	3	The campus will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, it supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.
1	3	2	By June 2026, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7%.
1	3	3	By June 2026 the percentage of Emergent Bilingual students in the student growth component that meet their growth targets in areas of mathematics and reading will

	increase by 7%

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Erica	Macias	Family Engagement	Community
Destynee	Jones	Ace Coordinator	Teacher
Ruth	Herrera	Teacher	Teacher
Kimberli	Hutchins	Parent	Community
Shuntell	Blacknall	Parent	Community
Veronica	Torres	Parent	Community
Kristi	Caston	Instructional Coach	Teacher
L:auren	Wirth	Assistant Principal	Administration
Francis	Anderson	Principal	Administration

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024