

Conroe Independent School District

Buckalew Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	13
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	17
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	18
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	19
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	20
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	21
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	22
Plan Notes	24
Campus Funding Summary	25
Addendums	26

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Buckalew Elementary met all three target areas:

Domain 1- Student Achievement: Buckalew Elementary Score 94 "A"

Domain 2- Student Progress: Buckalew Elementary Score 91 "A"

Domain 3- Closing Performance Gaps: Buckalew Elementary 100 "A"

These scores result in Buckalew Elementary receiving a 2019 Accountability A rating.

While we are very proud of our scores, we recognize that there is still work to be done. On the 2019 STAAR, the following scores for all grades show the percentage for Meets/Masters:

All Subjects Meets-80% Masters-53%

Reading Meets-77% Masters- 52%

Math Meets-88% Masters-64%

While the campus shows overall strong scores in comparison to state and district averages, there are still gaps in some student groups. Even though we saw improvements in scores of economically disadvantaged students in reading, math, and writing--economically disadvantaged students still scored below other student groups. Note the comparison of all students approaching grade level standard or above to economically disadvantaged students approaching grade level standards and above:

2019 All subjects/All students Approaching Grade Level or Above: 94%- Economically Disadvantaged: 2019-90% 2018-71%

2019-All Subjects/ All Students Meets-80% Masters-53% Eco Dis Meets 2019-69% 2018-50% Eco Dis Masters 2019-35% 2018-31%

2019 Reading All Students Approaching Grade Level or Above: 94%- Economically Disadvantaged: 2019-88% 2018-68%

2019 Reading Meets/Masters All Students 77%/52%- Economically Disadvantaged: 2019 60% 2018-42% Eco Dis Masters 2019-32% 2018-32%

2019 Math All Students Approaching Grade Level or Above: 97%- Economically Disadvantaged: 2019 96% 2018-84%

2019 Math All Students Meets/Masters- 88%/64% Economically Disadvantaged: 2019 84% 2018 63% Eco Dis Masters 2019-44% 2018-42%

2019 Writing All Students Approaching Grade Level or Above: 89% Economically Disadvantaged: 2019 83% 2018-50%

2019 Writing All Students Meets/Masters 69%/34% Economically Disadvantaged: 2019 58% 2018-40% Eco Dis Masters 2019-25% 2018-10%

Student Achievement Strengths

Buckalew Elementary's scores are a reflection of the hard-working staff and student population found on our campus. We are very proud of the achievement our students show including:

2019 Accountability Rating "A" and all 5 Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Post Secondary Readiness

Out of 707 total tests given in 2019, 377 (53%) received masters GL.

Buckalew Elementary exceeded the state and district percentages on ALL tests in the area(s) of: Approaching grade level standards, Meets grade level standards, and Masters grade level standards.

Our 2019 STAAR scores earned a distinction in the area of ELA/Reading. Fifty-two percent of our students reached the masters level.

Our 2019 STAAR scores earned a distinction in the area of Mathematics. Sixty-four percent of our students reached the masters level.

Our 2019 STAAR scores earned a distinction in the area of Comparative Academic Growth. Buckalew Elementary received a component score of 84.

Our 2019 STAAR scores earned a distinction in the area of Comparative Closing the Gaps. Buckalew Elementary received a score of 100.

Our 2019 STAAR scores earned a distinction in the area of Postsecondary Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students have shown growth in various content areas. Overall our students are lagging behind in Reading progress (77%/52%-Meets/Masters) as compared to Math (88%/64% Meets/Masters) for the same group of students. **Root Cause:** Our campus began Units of Study in Reading Cohort in 2017-18 kindergarten -2nd grade. The reading workshop model has been implemented with fidelity, but has not reached all grade levels. We are continuing to implement CISD reading research-based best practices in all grade levels but lacked consistent staff development during the training phase for 3rd and 4th grade language arts teachers.

Problem Statement 2 (Prioritized): Data discussions and looking at each and every child's student growth is a constant work in progress. **Root Cause:** Lacking time, and professional development focused on data driven instruction, teachers have done the best they can with time and resources to measure progress of each and every child. Teachers have devoted most of their time in professional development implementing CISD research-based curriculum.

Problem Statement 3 (Prioritized): Small group instruction and tailored intervention and enrichment is a constant work in progress. **Root Cause:** In the last 5 years, small group instruction has become a campus expectation, but not all small group instruction has been as strategic and targeted as it could be.

Problem Statement 4 (Prioritized): In the last 5 years, our campus has invested time and resources into staff development of growing our Professional Learning Communities, but it is a constant work in progress. **Root Cause:** Our campus has focused on what we want students to learn and have lacked time and training to refine assessment tools and gather data to use in PLC meetings due to a focus on implementing new curriculum and small group instruction.

Problem Statement 5 (Prioritized): Across our campus, our students have struggled applying phonics to both reading and writing. **Root Cause:** Prior to this year, our campus did not have a vertically aligned research-based best practice in phonics and phonemic awareness instruction implemented.

Culture and Climate

Culture and Climate Summary

Our school considers itself a "family" and "community". Most of our staff live in the community, and their children attend or did attend Buckalew Elementary. Expectations for student behavior and academics are high in both our campus and our immediate community. Parental involvement is very high and extremely supportive of our campus culture.

Results from the 19-20 school year OHI staff survey indicated our top strengths on our campus are 1. Communication 2. Goal Focus and 3. Cohesiveness, and all three of these areas increased in percentile from 18-19 school year. Communication is when information is distortion free and travels freely across the campus. Goal Focus is the ability of group members to advocate for unit wide goals. Cohesiveness is a state when a group has a clear sense of identity and members want to stay, be influenced, and exert their influence. There is very low staff turnover at Buckalew. The campus is 22 years old, and many teachers have spent between 10-20 years at Buckalew. The previous principal was the principal at Buckalew for 16 years. Results from 19-20 OHI show that our top priorities based on frequency are 1. Adaptation, 2. Morale, and 3. Power Equalization. Adaptation is the ability to tolerate stress and maintain stability while coping with demands. Morale is a state in which a person or group have feelings of well-being, satisfaction, and pleasure. Power Equalization is the ability to maintain equitable distribution of influence between the leaders and team members. According to the OHI, the principal is able to accurately read the staff within a .94 difference and the assistant principal within a 1.24 difference, which both of these scores indicate a very accurate read of our staff.

Buckalew Elementary has very few problems with discipline. There have been no significant increases in behavior data, indicating that positive behavior systems and interventions are typically successful. Buckalew is on year seven of CHAMPS and year five of FOUNDATIONS. Both of these positive behavior programs have significantly impacted school-wide systems, common language, and behavior expectations across the campus. Additionally, while bullying is not considered a problem, the campus feels that it is important to not be complacent about bullying and has worked extremely hard at establishing protocols and reinforcing protocols for bullying.

Culture and Climate Strengths

- Buckalew Elementary school celebrates a sense of a Buckalew Family inclusive of staff, students, and parents.
- Buckalew staff retention is extremely high.
- Campus administrators provide leadership opportunities through Foundations, CORE team, and Spirit Squad.
- Buckalew's parent community is extremely supportive of our educational environment.
- Buckalew continues to foster individual growth and life long learning for ALL.
- Buckalew staff value attending professional development both on and off campus.
- Buckalew's Principal and Assistant Principal are able to accurately read the staff.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff adaptation, morale, and power equalization continue to decrease as indicated by our OHI. **Root Cause:** Staff feel their internal pressure to maintain a history of academic success in the face of increasing expectations .

Parent and Community Engagement

Parent and Community Engagement Summary

Buckalew Elementary thrives on a culture of family. Family and community involvement is a definite strength for our campus. Our parent volunteers serve in many different capacities, including in the classrooms, in the library, in the workroom areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a family nature. Parents report feeling very welcomed when they come into the school due to the reception, professionalism, and familiarity they encounter and receive in our front office. In addition, they report a warm, welcoming partnership and attitude from our staff. Many of our families research and specifically choose to move into the Buckalew school zone due to the school's reputation.

Our website, marquee, and social media (Facebook, Instagram) is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home. In addition to the website, the campus administration sends a bi-monthly newsletter called the "Buckalew Buzz" with all information surrounding events and updates from our campus and district.

Buckalew staff value the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families to foster and maintain a sense of community.

Parent and Community Engagement Strengths

Buckalew Elementary School's success is largely due to the support, participation and cooperation of our families and communities. Our staff retention rate is extremely high which fosters into the parent and community strengths.

Buckalew Elementary has an active and supportive Parent Teacher Organization that helps fund-raise, promote, and enrich our students, campus programs, and community. They also support new families into our school with the Big Bear, Little Bear Program and fund a Buckalew Scholarship from graduating students in our feeder high school. Our PTO hosts many spirit nights to boost morale, fund-raise, and build partnerships with neighboring businesses. Our PTO runs a gardening club and our major community annual event: The Buckalew Bash, otherwise known as a Buckalew Carnival. This event brings out our entire community with future and former Buckalew Bears. It is an event built on positive fun but has proven great success as one of our major fundraisers.

Annually, each grade level hosts community service projects or donation drives. This includes: coat drive, food drive, toy drive, pet supply drive, and book drive. All donations and proceeds go to our local community and partnering schools. Through our specials teams, Buckalew hosts events and programs that have high attendance and are memorable moments such as grade level programs, art night, and field day.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are seeking solutions to continue a sense of community in the school and find ways to support the school while working. **Root Cause:** The ratio of working households vs a stay at home parent have increased.

Problem Statement 2 (Prioritized): Parents and staff are seeking solutions and support to reduce anxiety and stress in their children/household. **Root Cause:** With the external and internal pressures of society come escalating cycles of stressors.

Problem Statement 3 (Prioritized): Our campus has a decrease in fundraising profits and financing increase in school budget expectations. **Root Cause:** As a non-Title campus, we rely heavily on the fundraising efforts our parent community provides. However, with a change in the economy, our incoming fundraisers have continued to decrease in profit, while our expected budgets continue to increase.

Priority Problem Statements

Problem Statement 1: Students have shown growth in various content areas. Overall our students are lagging behind in Reading progress (77%/52%- Meets/Masters) as compared to Math (88%/64% Meets/Masters) for the same group of students.

Root Cause 1: Our campus began Units of Study in Reading Cohort in 2017-18 kindergarten -2nd grade. The reading workshop model has been implemented with fidelity, but has not reached all grade levels. We are continuing to implement CISD reading research-based best practices in all grade levels but lacked consistent staff development during the training phase for 3rd and 4th grade language arts teachers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Data discussions and looking at each and every child's student growth is a constant work in progress.

Root Cause 3: Lacking time, and professional development focused on data driven instruction, teachers have done the best they can with time and resources to measure progress of each and every child. Teachers have devoted most of their time in professional development implementing CISD research-based curriculum.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Small group instruction and tailored intervention and enrichment is a constant work in progress.

Root Cause 5: In the last 5 years, small group instruction has become a campus expectation, but not all small group instruction has been as strategic and targeted as it could be.

Problem Statement 5 Areas: Student Achievement

Problem Statement 7: In the last 5 years, our campus has invested time and resources into staff development of growing our Professional Learning Communities, but it is a constant work in progress.

Root Cause 7: Our campus has focused on what we want students to learn and have lacked time and training to refine assessment tools and gather data to use in PLC meetings due to a focus on implementing new curriculum and small group instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 9: Across our campus, our students have struggled applying phonics to both reading and writing.

Root Cause 9: Prior to this year, our campus did not have a vertically aligned research-based best practice in phonics and phonemic awareness instruction implemented.

Problem Statement 9 Areas: Student Achievement

Problem Statement 11: Staff adaptation, morale, and power equalization continue to decrease as indicated by our OHI.

Root Cause 11: Staff feel their internal pressure to maintain a history of academic success in the face of increasing expectations .

Problem Statement 11 Areas: Culture and Climate

Problem Statement 12: Parents and staff are seeking solutions and support to reduce anxiety and stress in their children/household.

Root Cause 12: With the external and internal pressures of society come escalating cycles of stressors.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Our campus has a decrease in fundraising profits and financing increase in school budget expectations.

Root Cause 13: As a non-Title campus, we rely heavily on the fundraising efforts our parent community provides. However, with a change in the economy, our incoming fundraisers have continued to decrease in profit, while our expected budgets continue to increase.

Problem Statement 13 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- PDAS and/or T-T ESS

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Staff at Buckalew will continue to grow in the areas of small group instruction; intervention and enrichment.

Evaluation Data Sources: Formal and Informal class observation.

Summative Evaluation: None

<p>Strategy 1: Staff will continue to attend professional development and instructional rounds in the area of language arts and the reading and writing workshop model and CISD Tier 1 best practices.</p> <p>Strategy's Expected Result/Impact: Research based CISD best practices used with fidelity will yield high student progress.</p> <p>Staff Responsible for Monitoring: Administrative Team CORE Team Campus Instructional Coach</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Students have shown growth in various content areas. Overall our students are lagging behind in Reading progress (77%/52%- Meets/Masters) as compared to Math (88%/64% Meets/Masters) for the same group of students. Root Cause: Our campus began Units of Study in Reading Cohort in 2017-18 kindergarten -2nd grade. The reading workshop model has been implemented with fidelity, but has not reached all grade levels. We are continuing to implement CISD reading research-based best practices in all grade levels but lacked consistent staff development during the training phase for 3rd and 4th grade language arts teachers.</p>
<p>Problem Statement 2: Data discussions and looking at each and every child's student growth is a constant work in progress. Root Cause: Lacking time, and professional development focused on data driven instruction, teachers have done the best they can with time and resources to measure progress of each and every child. Teachers have devoted most of their time in professional development implementing CISD research-based curriculum.</p>
<p>Problem Statement 3: Small group instruction and tailored intervention and enrichment is a constant work in progress. Root Cause: In the last 5 years, small group instruction has become a campus expectation, but not all small group instruction has been as strategic and targeted as it could be.</p>
<p>Problem Statement 4: In the last 5 years, our campus has invested time and resources into staff development of growing our Professional Learning Communities, but it is a constant work in progress. Root Cause: Our campus has focused on what we want students to learn and have lacked time and training to refine assessment tools and gather data to use in PLC meetings due to a focus on implementing new curriculum and small group instruction.</p>

Problem Statement 5: Across our campus, our students have struggled applying phonics to both reading and writing. **Root Cause:** Prior to this year, our campus did not have a vertically aligned research-based best practice in phonics and phonemic awareness instruction implemented.


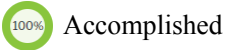
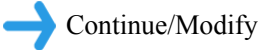

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Staff at Buckalew will learn strategies to refine data discussions that result in a deeper understanding of ways to grow students.

Evaluation Data Sources: formal and informal observations
scheduled PLC meetings
informal and formal assessment data

Summative Evaluation: None

Strategy 1: MClass is a new instructional tool that Buckalew will utilize K-3 to help grow readers. Strategy's Expected Result/Impact: Targeted reading instruction in small groups will help grow readers. Staff Responsible for Monitoring: K-3 ELA Teachers, Administrative Team, and Campus Instructional Coach.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
   				





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Staff at Buckalew will utilize individual student data to provide research-based enrichment and intervention through small group instruction.

Evaluation Data Sources: formal and informal observations
 informal and formal assessment data
 scheduled PLC meetings

Summative Evaluation: None

<p>Strategy 1: Staff at Buckalew will provide small group instruction including Tier 1 and Tier 2 interventions in the classroom. Strategy's Expected Result/Impact: Individual student growth. Teacher knowledge of student needs. Staff Responsible for Monitoring: Teacher Administrative Team Campus Instructional Coach Funding Sources: Instructional Materials - State Comp Ed - \$938.21, Summit K2 - Title III - \$300, Think Up Math Mentoring Minds - State Comp Ed - \$4,173.79, Imagine Learning Licenses - Title III - \$2,700</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Staff at Buckalew will provide enrichment through small group instruction based on student data and progress measures. Strategy's Expected Result/Impact: Students continue to grow. Staff Responsible for Monitoring: Teacher Administrative Team Campus Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: Staff at Buckalew will continue to grow in the area of Professional Learning Communities.

Evaluation Data Sources: informal and formal meeting observations.
 informal and formal classroom observations.
 informal and formal student data discussions.

Summative Evaluation: None

<p>Strategy 1: Buckalew will establish non-negotiable times devoted to planning for teams. No ARDS, 504's or parent meetings should be taking place during that time. Strategy's Expected Result/Impact: Buckalew grade level teams can focus on guiding questions of PLC. Staff Responsible for Monitoring: Administrative Team</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Buckalew will continue Professional Development opportunities in the area of PLC. Strategy's Expected Result/Impact: Staff continue to grow in the possibilities and power behind the professional learning community. Staff Responsible for Monitoring: Administrative Team Campus Instructional Coach</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Evaluation Data Sources: Audits





Summative Evaluation: None

Strategy 1: DAILY meetings with campus secretary will occur in order to review of expenditures and reconcile bank statements and oversee campus operations. Strategy's Expected Result/Impact: Fiscal responsibility, accountability, and transparency. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain, and develop highly qualified teachers and staff for all students.

Strategy 1: Continue to attend CISD job fair, college recruiting job fairs, and grow student teachers. Strategy's Expected Result/Impact: Buckalew will continue to maintain retention of its staff members. Staff Responsible for Monitoring: Administrative Team	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Evaluation Data Sources: High Reliability School Surveys or parent surveys
Active and supportive PTO
Growing community partners

Summative Evaluation: None

<p>Strategy 1: Continue to work collaboratively with our PTO, community partners, and parent volunteers.</p> <p>Strategy's Expected Result/Impact: Our parents and community feel that we are partners in the best interest of our students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Parent and Community Engagement 2, 3</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Parents and staff are seeking solutions and support to reduce anxiety and stress in their children/household. Root Cause: With the external and internal pressures of society come escalating cycles of stressors.</p>
<p>Problem Statement 3: Our campus has a decrease in fundraising profits and financing increase in school budget expectations. Root Cause: As a non-Title campus, we rely heavily on the fundraising efforts our parent community provides. However, with a change in the economy, our incoming fundraisers have continued to decrease in profit, while our expected budgets continue to increase.</p>

Goal 5: Safe Schools:





CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Evaluation Data Sources: Behavior Referrals
 Class Observation
 Foundations Team Surveys
 HRS Surveys

Summative Evaluation: None

<p>Strategy 1: Buckalew continues on year 7 of CHAMPS and year 5 of Foundations and continues to evaluate systems and structures on campus to maintain and provide a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Buckalew continues to monitor/evaluate current systems in place for safe and orderly environment.</p> <p>Staff Responsible for Monitoring: Foundations Team Administrative Team</p> <p>Problem Statements: Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Staff adaptation, morale, and power equalization continue to decrease as indicated by our OHI. Root Cause: Staff feel their internal pressure to maintain a history of academic success in the face of increasing expectations .</p>

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Ongoing staff development opportunities for staff to continue to grow in the area of technology. Strategy's Expected Result/Impact: Buckalew students and staff stay current on modes of instructional delivery. Staff Responsible for Monitoring: Administrative Team Campus Instructional Coach	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

<p>Strategy 1: Buckalew will continue to promote and communicate current up-to-date campus and district information through the use of: marquee, newsletter, and social media.</p> <p>Strategy's Expected Result/Impact: Our community understands and feels connected and communicated with on a regular basis.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Buckalew		
SCE		
General Supplies	\$5,112	0.00
SCE Total	\$5,112	0.00
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$500	0.00
Extra Duty	\$1,500	0.03
General Supplies	\$500	0.00
Title III EL Total	\$3,000	0.03
Buckalew Total	\$8,112	0.03

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Materials		\$938.21
1	3	1	Think Up Math Mentoring Minds		\$4,173.79
Sub-Total					\$5,112.00
Budgeted Fund Source Amount					\$5,112.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Summit K2		\$300.00
1	3	1	Imagine Learning Licenses		\$2,700.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Grand Total					\$8,112.00

Addendums