

Conroe Independent School District

Buckalew Elementary

2021-2022 CIP Board Item

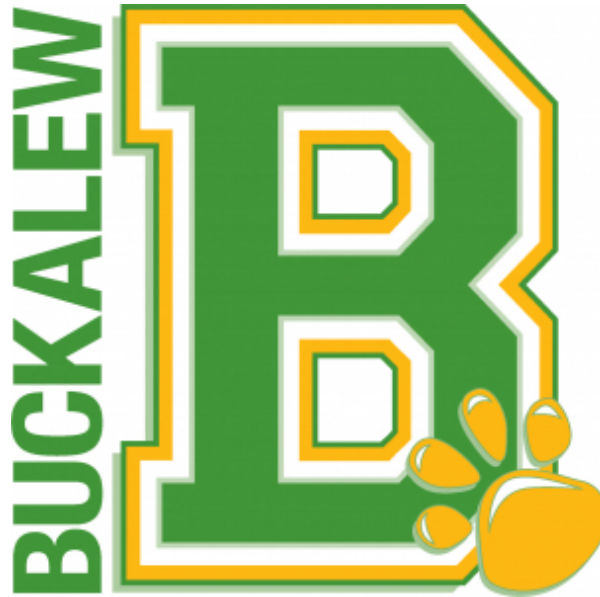


Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	8
Priority Problem Statements	10
Goals	12
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	13
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	17
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	19
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	20
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	23
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
Campus Funding Summary	26

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. In 2020-21, accountability was not awarded due to the pandemic. In the 2019-20 school year, STAAR was not administered due to the pandemic. 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.

ALL Students/ALL Subjects	2021	2019	Hispanic	Eco Dis	English Learners
			2021	2021	2021
Approaches	93%	94%	85%	79%	84%
Meets	79%	80%	69%	66%	59%
Masters	55%	53%	40%	29%	41%
Reading All Students					
Approaches	95%	94%	90%	88%	93%
Meets	78%	77%	74%	75%	57%
Masters	52%	52%	40%	31%	36%
Math All Students					
Approaches	94%	97%	86%	75%	86%
Meets	85%	88%	71%	63%	71%
Masters	68%	64%	43%	38%	50%
Reading 3rd Grade					
Approaches	95%	94%	90%	82%	90%
Meets	80%	75%	75%	82%	60%

ALL Students/ALL Subjects	2021	2019	Hispanic 2021	Eco Dis 2021	English Learners 2021
Masters	54%	53%	35%	45%	30%
Reading 4th Grade					
Approaches	94%	96%	85%	100%	67%
Meets	74%	76%	62%	67%	33%
Masters	50%	51%	38%	33%	33%
Math 3rd Grade					
Approaches	94%	97%	85%	82%	90%
Meets	82%	87%	70%	55%	80%
Masters	62%	58%	40%	36%	60%
Math 4th Grade					
Approaches	93%	97%	81%	67%	50%
Meets	82%	88%	62%	50%	33%
Masters	69%	71%	42%	33%	17%

Student Achievement Strengths

Buckalew Elementary's scores are a reflection of students and staff impacted by a global pandemic starting in March 2020. Students and teachers were in person and virtual during the 2021 school year. Student and staff lost instructional days due to weather related power outages and extreme weather conditions. Despite all of these obstacles, we are extremely proud when we look at pre pandemic and mid pandemic comparison data.

In 2021, Distinction Designations were not awarded. In 2020, STAAR was not administered. Our 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

In 2021, our "What If" scenario for Accountability Rating from our district is an "A".

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. Although we were not rated by the state in 2020, our "What If" scenarios provide the following information for 2021.

Out of 707 total tests given in 2019, 53% received masters grade level.

Out of 701 total tests given in 2021, 53% received masters grade level.

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

Our 2021 STAAR scores would have 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 2021 STAAR scores would have earned a distinction in the area of Mathematics. Sixty-five percent of our students received 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.

In 2021 Academic Growth was not awarded.

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

In 2021 Closing the Gaps was not awarded.

Our 2019 STAAR scores earned a distinction in the area of Post-Secondary Readiness.

In 2021 Post-Secondary Readiness was not awarded.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3 ELA - At end of the 2021 school year, 82% of our k-2 students were reading on grade level. In 2021 our EOY data reveals in Kindergarten 80% on grade level or above for BAS level, 81% on grade level or above in 1st grade, and 85% in 2nd grade level. MClass composite reveals Kinder 88% on or above, 86% 1st grade, and 2nd grade 87%. In 3rd Grade, our STAAR Reading scores were 80% Meets. **Root Cause:** As a campus, teachers need time to develop plans for intentional small group instruction (guided reading, strategy groups) and to analyze data from literacy assessments (mCLASS, BAS, Running Records) to increase our percentage of students reading on grade level.

Problem Statement 2 (Prioritized): HB3 Math - Our k-2 students performed lower than our 3-4 students based on the math data collected. In 2021 our EOY data reveals for Dreambox predictive insights, kindergarten: Dreambox 78% are on track, Grade 1 70% on track, Grade 2 66%, Grade 3 86%, and Grade 4 87%. In 3rd grade, our STAAR Math scores in 2021 were 82% Meets. In 2021 Grade 2 averaged 74.35% on the EOY benchmark. **Root Cause:** As a campus, we have had insufficient k-2 math data. We are learning a new early math assessment that assesses early math skills. Teachers need training in interpreting data from the new early math assessment to plan for intentional small group

guided math instruction.

Problem Statement 3 (Prioritized): There is a discrepancy between our all students meets grade level in third and fourth grade math (85%) compared with Hispanic students meets grade level in third and fourth grade math (71%). In reading, all students meets grade level in third and fourth grade reading (78%) compared with Hispanic students meets grade level in third and fourth grade reading (74%). **Root Cause:** As a district, we have not had a comprehensive and foundational assessment in k-2 math to measure growth and progress as we have in reading to provide targeted instruction. With more information at the foundational math skills level, teachers are able to intervene at a diagnostic level earlier, like they have been able to do in reading.

Problem Statement 4 (Prioritized): There is a discrepancy between students who met grade level in third and fourth grade math (85%) compared with economically disadvantaged students who met grade level in third and fourth grade math (63%). In reading, there was not a significant discrepancy between all students, third and fourth, who met grade level in reading (78%) compared with economically disadvantaged (75%). **Root Cause:** As a district, we have not had a comprehensive and foundational assessment in k-2 math to measure growth and progress as we have in reading to provide targeted instruction. With more information at the foundational math skills level, teachers are able to intervene at a diagnostic level earlier, like they have been able to do in reading.

Problem Statement 5 (Prioritized): There is a discrepancy between our all students meets grade level in third and fourth grade math (85%) compared with English Learner students meets grade level in third and fourth grade math (76%). In reading, all students meets grade level in third and fourth grade reading (78%) compared with English Learner students meets grade level in third and fourth grade reading (65%). **Root Cause:** Our English Learners have demonstrated through language testing that they are not proficient in English. These students are learning English as well as grade level TEKS.

Problem Statement 6: 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:** During a pandemic since 19-20 school year, teachers have absorbed an enormous amount of pressure to take care of students and focus on health, safety, and COVID protocols. During the 21-22 school year, teachers and/or students were absent for minimum of 10 days. This shifts the PLC process to planning for subs, learning recovery for students, and planning/adjusting to CISD Safety Alert Levels.

Problem Statement 7: Small group instruction and tailored intervention and enrichment is a constant work in progress. **Root Cause:** Proper planning for small group instruction takes time. Yearly changes with K-4 assessments, understanding the data, planning tailored instruction, and losing planning time for safety protocols since 19-20 school year has limited the time available for teachers to plan intentional small group instruction.

Problem Statement 8: Data discussions and looking at each and every student's growth is a constant work in progress. **Root Cause:** Teachers have done the best they can with time and resources to measure progress of each and every child. With increasing amounts of K-4 assessment data, teachers have an increased awareness of the power of data.

Culture and Climate

Culture and Climate Summary

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. It is most common for families to enroll stating that they bought their home because it was zoned to Buckalew.

OHI Data:

20-21 School Year Top Strengths

1. Adaptation (75%)
2. Goal Focus (59%)
3. Communication (59%)

19-20 School Year Top Strengths

1. Communication (69%)
2. Goal Focus (66%)
3. Cohesiveness (71%)

20-21 School Year Top Priorities

1. Morale (35%)
2. Autonomy (29%)
3. Power Equalization (25%)

19-20 School Year Top Priorities

1. Autonomy (29%)
2. Power Equalization (29%)
3. Innovativeness (31%)

Adaptation is the ability to tolerate stress and maintain stability while coping with demands of the environment. Goal Focus is the ability to have clarity, acceptance, support, internalization, and advocacy of school-wide goals. Morale is the state in which a person, group, or organization have feelings of well-being, satisfaction, and pleasure. Autonomy is defined as the state in which a person, group, or organization have the freedom to fulfill their roles and responsibilities. Power Equalization is defined as the ability to maintain a relatively equitable distribution of influence between the leader and team members.

OHI results from 2020-21 school year reflect teachers working from their homes at the end of the 19-20 school year and taught students both virtually and in person at the same time during the 20-21 school year amid a global pandemic.

According to the OHI, in 19-20 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. In 20-21, the principal is able to read the staff within a .96 difference and the assistant principal within a -.84 difference. A 1-2 point spread indicates that the administration responded to all but 1-2 of the items with the same response choice as the total faculty, which indicates a very accurate read.

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 eight of CHAMPS and six of FOUNDATIONS. 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 has had a history of being extremely high. At the end of 20-21, we had 7 veteran staff members retire who each had an average of 15-20 years at Buckalew.
- Campus administrators provide leadership opportunities through Foundations, CORE team, and Spirit Squad.
- Buckalew's parent community is extremely involved and supportive of our educational environment.
- Buckalew continues to foster individual progress and life long learning for ALL.
- Buckalew staff value attending professional growth opportunities 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): During the 20-21 school year, our campus adaptation to change grew significantly, and our communication and goal focus continued to be top strengths on our campus. Meanwhile our campus morale lowered, and our power equalization and autonomy continue to be a priority. **Root Cause:** During our third school year of teaching in a pandemic, socially distant from other adults in the building, combined with continuous worry about health and safety of our staff and students as well as the pressure to maintain academic and social emotional growth, staff feel overwhelmed in the face of increasing expectations and a global pandemic with nothing taken off their plate.

Problem Statement 2: Teachers and support staff are overwhelmed. **Root Cause:** In the third school year in a global pandemic, new state initiatives, new district initiatives, new district technology programs, and new state technology programs have developed, yet nothing has been taken off the plates of staff.

Problem Statement 3: Buckalew staff feel the continued internal and external pressure to maintain a history of academic success. **Root Cause:** In a global pandemic, with three school years of interrupted consistent instruction, increasing student expectations to include learning recovery and increasing social, emotional, and behavioral needs of students have made academic success more challenging.

Parent and Community Engagement

Parent and Community Engagement Summary

Buckalew Elementary thrives on a culture of family. Despite of the pandemic, 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. School Messenger is used regularly to keep both staff and students informed.

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.

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. 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: Our campus has had a decrease in fund-raising profits due to a pandemic. **Root Cause:** As a non-Title campus, we rely heavily on the fund-raising efforts our parent community provides. However, with the pandemic and a change in the economy, our incoming fundraisers have continued to decrease in profit, while our campus

needs continue to increase.

Problem Statement 2 (Prioritized): Parents have not been able to engage in-person in our campus community since March of the 19-20 school year. **Root Cause:** Due to COVID Safety Alert Levels, we have done the best job we can navigating a balance between keeping staff and students safe and our parent and community engaged.

Problem Statement 3: Buckalew staff and the parent community continue to work together to achieve the best for student academic, social-emotional, and behavioral success. **Root Cause:** External and internal stressors in society continue to affect school performance.

Priority Problem Statements

Problem Statement 1: During the 20-21 school year, our campus adaptation to change grew significantly, and our communication and goal focus continued to be top strengths on our campus. Meanwhile our campus morale lowered, and our power equalization and autonomy continue to be a priority.

Root Cause 1: During our third school year of teaching in a pandemic, socially distant from other adults in the building, combined with continuous worry about health and safety of our staff and students as well as the pressure to maintain academic and social emotional growth, staff feel overwhelmed in the face of increasing expectations and a global pandemic with nothing taken off their plate.

Problem Statement 1 Areas: Culture and Climate

Problem Statement 2: HB3 ELA - At end of the 2021 school year, 82% of our k-2 students were reading on grade level. In 2021 our EOY data reveals in Kindergarten 80% on grade level or above for BAS level, 81% on grade level or above in 1st grade, and 85% in 2nd grade level. MClass composite reveals Kinder 88% on or above, 86% 1st grade, and 2nd grade 87%. In 3rd Grade, our STAAR Reading scores were 80% Meets.

Root Cause 2: As a campus, teachers need time to develop plans for intentional small group instruction (guided reading, strategy groups) and to analyze data from literacy assessments (mCLASS, BAS, Running Records) to increase our percentage of students reading on grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: HB3 Math - Our k-2 students performed lower than our 3-4 students based on the math data collected. In 2021 our EOY data reveals for Dreambox predictive insights, kindergarten: Dreambox 78% are on track, Grade 1 70% on track, Grade 2 66%, Grade 3 86%, and Grade 4 87%. In 3rd grade, our STAAR Math scores in 2021 were 82% Meets. In 2021 Grade 2 averaged 74.35% on the EOY benchmark.

Root Cause 3: As a campus, we have had insufficient k-2 math data. We are learning a new early math assessment that assesses early math skills. Teachers need training in interpreting data from the new early math assessment to plan for intentional small group guided math instruction.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a discrepancy between our all students meets grade level in third and fourth grade math (85%) compared with Hispanic students meets grade level in third and fourth grade math (71%). In reading, all students meets grade level in third and fourth grade reading (78%) compared with Hispanic students meets grade level in third and fourth grade reading (74%).

Root Cause 4: As a district, we have not had a comprehensive and foundational assessment in k-2 math to measure growth and progress as we have in reading to provide targeted instruction. With more information at the foundational math skills level, teachers are able to intervene at a diagnostic level earlier, like they have been able to do in reading.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is a discrepancy between students who met grade level in third and fourth grade math (85%) compared with economically disadvantaged students who met grade level in third and fourth grade math (63%). In reading, there was not a significant discrepancy between all students, third and fourth, who met grade level in reading (78%) compared with economically disadvantaged (75%).

Root Cause 5: As a district, we have not had a comprehensive and foundational assessment in k-2 math to measure growth and progress as we have in reading to provide targeted instruction. With more information at the foundational math skills level, teachers are able to intervene at a diagnostic level earlier, like they have been able to do in reading.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: There is a discrepancy between our all students meets grade level in third and fourth grade math (85%) compared with English Learner students meets grade level in third and fourth grade math (76%). In reading, all students meets grade level in third and fourth grade reading (78%) compared with English Learner students meets grade level in third and fourth grade reading (65%).

Root Cause 6: Our English Learners have demonstrated through language testing that they are not proficient in English. These students are learning English as well as grade level TEKS.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Parents have not been able to engage in-person in our campus community since March of the 19-20 school year.

Root Cause 7: Due to COVID Safety Alert Levels, we have done the best job we can navigating a balance between keeping staff and students safe and our parent and community engaged.

Problem Statement 7 Areas: Parent and Community Engagement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 80% to 83% .

HB3 Goal

Evaluation Data Sources: STAAR, District Benchmarks, BAS

Strategy 1 Details
<p>Strategy 1: Provide support and feedback in refining the components of CISD Reads (Reader's Workshop, Word Study/Phonics/Phonemic Awareness, Writer's Workshop) and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Teachers continue to grow and implement all components of CISD Reads ELA practices impacting student growth in reading.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Coaches</p> <p>Funding Sources: Staff Development if selected for Teachers College or Instructional Materials - ESSER - \$65,000, Instructional Materials - ESSER - \$58,968</p>
Strategy 2 Details
<p>Strategy 2: Provide staff development in the use of the Literacy Continuum for the campus to plan intentional small group instruction.</p> <p>Strategy's Expected Result/Impact: Campus staff will utilize the Literacy Continuum to plan for targeted small group instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Coaches</p>
Strategy 3 Details
<p>Strategy 3: Teachers will attend scheduled timely data meetings to analyze data from literacy testing (mCLASS, BAS, Running Records), campus common formative assessments, and district common formative assessments.</p> <p>Strategy's Expected Result/Impact: Student individual needs will be targeted through intentional small group instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Coach</p> <p>Funding Sources: Instructional Materials/Tutorials - State Comp Ed - \$3,342</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 82% to 85%.

HB3 Goal

Evaluation Data Sources: STAAR, District Benchmarks, District CFA

Strategy 1 Details
<p>Strategy 1: Teachers will attend scheduled timely data meetings to analyze data from early math assessments, campus common formative assessments, and district common formative assessments.</p> <p>Strategy's Expected Result/Impact: Students individual needs will be targeted through intentional small group guided math instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach</p> <p>Funding Sources: Instructional Materials/Tutoring - State Comp Ed - \$3,342</p>
Strategy 2 Details
<p>Strategy 2: Provide support and feedback in the components of CISD Solves (Fact Fluency, Math Review, Mental Math, Guided Math) and look for the use of strategies during classroom observations.</p> <p>Strategy's Expected Result/Impact: Teachers continue to grow and implement all components of CISD Solves impacting student growth in math.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coach, District Coaches</p> <p>Funding Sources: Think Up Math Workbooks - State Comp Ed - \$2,460</p>
Strategy 3 Details
<p>Strategy 3: Establish a campus expectation that all students will complete a minimum of 5 to 7 Dreambox lessons a week.</p> <p>Strategy's Expected Result/Impact: Dreambox Predictive grade level indicators will increase from base line data included in problem statement 2.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Coach, Administrators</p> <p>Funding Sources: Dreambox Site Licenses (2 years) - ESSER - \$16,000, iPads - ESSER - \$73,920</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of Hispanic students that score meets grade level or above on STAAR reading from 74% to 76% and math from 71% to 73%.

Evaluation Data Sources: STAAR, District Benchmarks

Strategy 1 Details
<p>Strategy 1: Teachers will attend scheduled timely data meetings to analyze data from literacy testing (mCLASS, BAS, Running Records), campus reading and math common formative assessments and district common formative assessments, and math Dreambox data with a focus on Hispanic student growth.</p> <p>Strategy's Expected Result/Impact: Individual needs of Hispanic students will be targeted through intentional small group instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Coach, Administrators</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase the percent of Economically Disadvantaged students that score meets grade level or above on STAAR reading from 75% to 77% and math from 63% to 65%.

Evaluation Data Sources: STAAR, District Benchmarks

Strategy 1 Details
<p>Strategy 1: Teachers will attend scheduled timely data meetings to analyze data from literacy testing (mCLASS, BAS, Running Records), campus reading and math common formative assessments and district common formative assessments, and math Dreambox data with a focus on Economically Disadvantaged student growth.</p> <p>Strategy's Expected Result/Impact: Individual needs of Economically Disadvantaged students will be targeted through intentional small group instruction.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percent of English Learners that score meets grade level or above on STAAR Reading from 65% to 67% and math from 76% to 78%.

Evaluation Data Sources: STAAR, District Benchmarks

Strategy 1 Details
<p>Strategy 1: Teachers will attend scheduled timely data meetings to analyze data from literacy testing (mCLASS, BAS, Running Records), campus reading and math common formative assessments and district common formative assessments, and math Dreambox data with a focus on English Learner student growth.</p> <p>Strategy's Expected Result/Impact: Individual needs of English Learner students will be targeted through intentional small group instruction.</p> <p>Funding Sources: Instructional Materials/Tutoring - Title III - \$600</p>
Strategy 2 Details
<p>Strategy 2: PreLAS and LAS Links Data, STAAR Data, campus data will be used to target English Learners to completed a minimum of 60 minutes on research based Imagine Learning.</p> <p>Strategy's Expected Result/Impact: Students will make progress in English language acquisition as measured by Imagine Learning.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, RTI/MTSS Instructional Paraprofessional</p> <p>Funding Sources: Imagine Learning Licenses - Title III - \$2,400</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

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

Evaluation Data Sources: Audits

Strategy 1 Details
<p>Strategy 1: Meet with campus secretary daily in morning meetings to include a review of expenditures and reconcile bank statements.</p> <p>Strategy's Expected Result/Impact: Fiscal Responsibility, Accountability, Transparency</p> <p>Staff Responsible for Monitoring: Principal</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Increase leadership opportunities for staff through CORE, Foundations, Spirit Committee, and other various opportunities throughout the year.

Evaluation Data Sources: Participation in Buckalew leadership teams, staff led professional development, and staff participation on district teams or committees.

Strategy 1 Details
<p>Strategy 1: Provide opportunities for staff to lead through Buckalew leadership teams and district committees.</p> <p>Strategy's Expected Result/Impact: Staff will take advantage of leadership opportunities on campus and at the district level.</p> <p>Staff Responsible for Monitoring: Administrators, Campus Coaches, District Coaches</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

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

Evaluation Data Sources: T-Tess Evaluation System and professional development portfolio in Eduphoria.

Strategy 1 Details
<p>Strategy 1: Invest in building staff relationships, provide supportive feedback, and boost morale during a global pandemic.</p> <p>Strategy's Expected Result/Impact: Buckalew will continue to maintain retention and develop highly qualified teachers and staff.</p> <p>Staff Responsible for Monitoring: Buckalew Admin Team</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Provide a safe, positive, and collaborative school environment conducive to learning for all students and staff that focus on the needs of every student.

- Evaluation Data Sources:** Behavior Referrals
Class Observations
Foundation Team Surveys
Covid Dashboard
MTSS Data

Strategy 1 Details
<p>Strategy 1: Buckalew continues on year 8 of CHAMPS and year 6 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 a safe and orderly environment.</p> <p>Staff Responsible for Monitoring: Foundations Team, Staff</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Provide effective internal and external communication to all stakeholders, to include the community of Buckalew parents, students, and staff.

Evaluation Data Sources: Weekly newsletter to staff, bi-weekly newsletter to parents, Daily announcements to students, weekly newsletters from teachers, timely phone and email communication.

Strategy 1 Details
<p>Strategy 1: Buckalew will continue to promote and communicate up-to-date campus and district information through the use of: Marquee, newsletter, and social media, and PTO organization.</p> <p>Strategy's Expected Result/Impact: Our community feels connected to our campus on a regular basis.</p> <p>Staff Responsible for Monitoring: Administration and Office Team</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: To work jointly with parents and the community to maximize learning for all students.

- Evaluation Data Sources:** Attendance in PTO Meetings and PTO committees
Attendance in parent conferences
Ongoing volunteer opportunities (field trips, carnival, yearbook, Friday readers)
Lunch visitation
Growing community partnerships

Strategy 1 Details
<p>Strategy 1: Continue to work collaboratively with our PTO, community partners, and parent volunteers.</p> <p>Strategy's Expected Result/Impact: Parents and community feel that we are partners in the best interest of our students.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: Buckalew staff will demonstrate knowledge of CISD Tier 1 Best Practices, state TEKS, and state mandates to continue to provide rigorous learning experiences.

Evaluation Data Sources: Class Observational Data
T-Tess Evaluations

Strategy 1 Details
<p>Strategy 1: Buckalew staff along side district/campus instructional coaches will continue to attend and participate in trainings, instructional feedback opportunities, and modeled lessons throughout the year.</p> <p>Strategy's Expected Result/Impact: Buckalew teachers will continue to grow in their knowledge of instructional technology tools..</p> <p>Staff Responsible for Monitoring: Administration, District/Campus Instructional Coaches</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Buckalew will utilize technology to collect data to drive instruction and to incorporate in the classroom to foster the development of critical thinking skills.

Evaluation Data Sources: mClass data

Branching Minds Data

Interim Assessment Data

Eduphoria Data

Seesaw pages

Canvas pages

Dreambox

Strategy 1 Details
<p>Strategy 1: Buckalew staff will continue to attend trainings to be able to utilize new assessment measures to foster the development of students.</p> <p>Strategy's Expected Result/Impact: Student critical thinking skills are targeted Teachers will be able to analyze data for student growth.</p> <p>Staff Responsible for Monitoring: Administrative team.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials/Tutorials		\$3,342.00
1	2	1	Instructional Materials/Tutoring		\$3,342.00
1	2	2	Think Up Math Workbooks		\$2,460.00
Sub-Total					\$9,144.00
Budgeted Fund Source Amount					\$9,144.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Materials/Tutoring		\$600.00
1	5	2	Imagine Learning Licenses		\$2,400.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development if selected for Teachers College or Instructional Materials		\$65,000.00
1	1	1	Instructional Materials		\$58,968.00
1	2	3	Dreambox Site Licenses (2 years)		\$16,000.00
1	2	3	IPads		\$73,920.00
Sub-Total					\$213,888.00
Budgeted Fund Source Amount					\$213,888.00
+/- Difference					\$0.00
Grand Total					\$226,032.00