Conroe Independent School District

Buckalew Elementary

2023-2024 Improvement Plan

Accountability Rating: A

Mission Statement

The mission of Buckalew Elementary School is to create a safe, positive, and collaborative learning environment where all students achieve their individual social, emotional, and academic growth.

Vision

The Buckalew staff work hard to promote a safe, caring, and positive environment for ALL students, staff and the community.

Table of Contents

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. For the 2021-22 school year, Buckalew Elementary's results met all three target areas resulting in an overall accountability rating of "A": In the 22-23 school year, preliminary results indicate:

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

Domain 2- Student Progress: Buckalew Elementary Score "B"

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

These scores result in Buckalew Elementary receiving a preliminary 2023 Accountability "A" rating.

ALL Students/ALL Subjects	2023	2022	2021	Hispanic 2023	Hispanic 2022	Hispanic 2021	Eco Dis 2023	Eco Dis 2022	Eco Dis 2021	Emergent Bilinguals 2023	Emergent Bilinguals 2022	Emergent Bilinguals 2021
Approaches	94%	95%	93%	92%	92%	85%	88%	92%	79%	84%	93%	84%
Meets	85%	85%	79%	77%	76%	69%	82%	79%	66%	78%	87%	59%
Masters	55%	66%	55%	41%	55%	40%	49%	52%	29%	26%	73%	41%
Reading/ELA All Students												
Approaches	95%	95%	95%	92%	92%	90%	90%	92%	88%	84%	93%	93%
Meets	83%	84%	78%	73%	78%	74%	79%	88%	75%	80%	93%	57%
Masters	51%	64%	52%	38%	59%	40%	49%	54%	31%	24%	80%	36%
Math All Students												
Approaches	94%	96%	94%	92%	92%	86%	87%	92%	75%	84%	93%	86%
Meets	88%	85%	85%	81%	73%	71%	85%	69%	63%	76%	80%	71%
Masters	58%	68%	68%	44%	51%	43%	49%	50%	38%	28%	67%	50%
Reading/ELA 3rd Grade												
Approaches	96%	96%	95%	90%	96%	90%	74%	100%	82%	58%	100%	90%

Meets	83%	86%	80%	70%	81%	75%	66%	100%	82%	50%	100%	60%
Masters	49%	73%	54%	33%	63%	35%	16%	83%	45%	50%	100%	30%
Reading/ELA 4th Grade												
Approaches	94%	94%	94%	97%	92%	85%	68%	92%	100%	58%	90%	67%
Meets	83%	84%	74%	80%	73%	62%	66%	85%	67%	50%	70%	33%
Masters	55%	59%	50%	47%	54%	38%	16%	38%	33%	50%	50%	33%
Math 3rd Grade												
Approaches	95%	95%	94%	90%	96%	85%	71%	93%	82%	77%	100%	90%
Meets	85%	86%	82%	77%	77%	70%	68%	86%	55%	69%	80%	80%
Masters	59%	70%	62%	43%	58%	40%	18%	64%	36%	19%	60%	60%
Math 4th Grade												
Approaches	92%	95%	93%	93%	92%	81%	75%	92%	67%	92%	90%	50%
Meets	90%	82%	82%	87%	65%	62%	68%	62%	50%	75%	70%	33%
Masters	60%	66%	69%	50%	42%	42%	18%	46%	33%	25%	60%	17%

In addition to STAAR data, the percentage of Kindergarten to second grade students that can read on or above grade level on the End of Year Benchmark Assessment System (BAS) or Running Record Assessments, and the percentage of Kindergarten to second grade students that score on or above grade level in numeracy on the End of Year Early Math Assessment are shown below.

2022-2023 Literacy Progress	Kindergarten	First Grade	Second Grade
EOY	84%	84%	79%
2022-2023 Math Progress			
EOY	86%	87%	92%

Student Achievement Strengths

Buckalew is very proud of the accomplishments of our students and staff during the 22-23 school year. When we look at the 2022-23 STAAR Assessment Results, we celebrate the following:

4th grade Math:

- 60% of our students achieved the Masters level
- 100% of the students that achieved the Meets level in 21-22 maintained the Meets level or grew to the Masters level in 22-23
- 22% of our Accelerated Learners grew to Approaches or Meets

4th grade ELA:

- 55% of our students achieved the Masters level
- 40% of our Accelerated Learners grew to the Approaches or Meets level

Buckalew is proud of our district comparison data with all K-4 elementary schools.

In the 22-23 school year, preliminary results on the 2023 STAAR Assessments indicate:

With the overall A-F state rating scores, Buckalew was #1 in the district with a scaled score of 95 and an "A" rating.

In Domain I Student Achievement, Buckalew was one of 2 schools with the highest score of 95.

In Domain II Overall (academic growth + relative performance), Buckalew was #6 in CISD.

In Domain III Closing the Gaps, Buckalew was one of 4 campuses with the highest score of 94.

In 3rd Grade Math, our students at the Meets level was #3 in CISD, and our students at the Masters level was #2 in CISD.

In 3rd Grade RLA, students at the Meets and Masters levels were #4 in CISD.

In 4th Grade Math, students at the Meets and Masters levels were #2 in CISD.

In 4th Grade RLA, students at the Meets level was #4 in CISD, and students at the Masters level was #2 in CISD.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause:** After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.

Problem Statement 2 (Prioritized): HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments.   **Root Cause:** After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.

Problem Statement 3 (Prioritized): There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%).   **Root Cause:** As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.

Problem Statement 4: On the 2023 Reading STAAR test, 24% of 3rd grade students and 24% of 4th grade students received a 0/10 points on the Extended Constructed Response. **Root Cause:** The Extended Construction Response explanation and rubric was not released by TEA until October 2022.

Problem Statement 5 (Prioritized): On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level. **Root Cause:** On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.

Problem Statement 6 (Prioritized): There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading. **Root Cause:** Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

Problem Statement 7: Teachers feel that the increased demands and state requirements on teachers led to less available time. **Root Cause:** Our campus has invested time and resources into staff development to grow our Professional Learning Teams, but it is a constant work in progress.

Problem Statement 8: Small group instruction, tailored intervention, and enrichment are not at the level we would like for them to be. **Root Cause:** Yearly changes with K-4 assessments, understanding the data, planning tailored instruction, and losing planning time for state requirements has limited the time available for teachers to plan intentional small group instruction.

Culture and Climate

Culture and Climate Summary

When it comes to Culture and Climate, campus safety is a priority. Buckalew Elementary continues to review common area procedures through our Foundations Leadership Team. Consistent routines and procedures for common areas work to ensure a climate characterized by safety and mutual understandings. Through continuous observation, reflection, and review our Foundations Leadership Team assesses our formal procedures for the common interest of safety first. Our Foundations Leadership Team also develops, reviews, and reflects on levels of behavior to create consistency on how our campus responds to student behavior.

Expectations for student behavior and academics are high in both our campus and our immediate community. Parental involvement is a strength, and the community greatly supports our campus culture. It is most common for families to enroll stating that they bought their home because it was zoned to Buckalew.

Organizational Health Inventory (OHI) Data:

22-23 School Year Top Strengths	21- 22 School Year Top Strengths	20-21 School Year Top Strengths	19-20 School Year Top Strengths
1. Adaptation	1. Communication	1. Adaptation	1.Communication
2. Communication	2. Goal Focus	2. Goal Focus	2. Goal Focus
3. Goal Focus	3. Cohesiveness	3. Communication	3. Cohesiveness

22-23 School Year Top Priorities	21-22 School Year Top Priorities	20-21 School Year Top Priorities	19-20 School Year Top Priorities
1. Power Equalization	1. Morale	1. Morale	1. Autonomy
2. Innovativeness	2. Power Equalization	2. Autonomy	2. Power Equalization
3. Autonomy	3. Autonomy	3. Power Equalization	3. Innovativeness

Adaptation is the ability to tolerate stress and maintain stability while coping with demands of the environment. Communication is the state when information is relatively distortion free and travels both vertically and horizontally across the boundaries of an organization. Goal Focus is the ability to have clarity, acceptance, support, internalization, and advocacy of school-wide goals. Power Equalization is defined as the ability to maintain a relatively equitable distribution of influence between the leader and team members. Innovativeness is the ability to be and allow others to be inventive, diverse, creative and risk-taking. Autonomy is defined as the state in which a person, group, or organization have the freedom to fulfill their roles and responsibilities.

OHI results from the 2022-23 school year reflect overall growth in our organization health inventory. Our campus Morale was raised 28 points, Adaptation 16 points, and Autonomy 11 points. The last 4 years, our top 3 strengths have included communication and goal focus, with adaptation and cohesiveness. Our top priorities in the last 4 years have also been consistent in the areas of power equalization, autonomy, and innovation.

Culture and Climate Strengths

- Buckalew prioritizes safety in the area of culture and climate.

- 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 22-23, we had only 2 staff members move and 1 retire.
- Campus administrators provide leadership opportunities through Foundations, CORE team, Social Emotional Learning Committee, Spirit Squad, and growing campus leaders.
- 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 professional growth opportunities both on and off campus.
- Buckalew staff create and facilitate relevant professional development.
- Buckalew's Principal and Assistant Principals have a good understanding of the organization's health based on OHI data.
- Buckalew's staff members are innovative with scheduling adjustments to meet the needs of the campus.
- Buckalew's staff has contributed to maintaining a safe learning environment for students and staff.
- Buckalew has various communication avenues: Bear's Den, Blog, Buckalew Buzz, Outlook Calendar, Social Media, PTO Meetings, Staff Meetings, and Committee Meetings.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Recent incidents of violence in school settings across the nation have caused heightened concern for safety.   **Root Cause:** There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.

Problem Statement 2: Staff members continue to be overwhelmed with the increasing concern about the health and safety of students, while maintaining academic and social emotional growth.   **Root Cause:** Buckalew has had an increased number of students needing support for various reasons that interfere with their learning. There has been an increase in students being brought to the Problem Solving Team for social emotional concerns, academics, and behavior.

Problem Statement 3: Teachers and support staff struggle to meet the needs of all learners.   **Root Cause:** State, district, and campus initiatives continue to add to the demands of teachers, while trying to meet the highly increasing needs of our students that are not directly related to curriculum. This leads to a decline in innovativeness, autonomy, and power equalization which are considered our top priorities in our OHI.

Parent and Community Engagement

Parent and Community Engagement Summary

Buckalew Elementary thrives on a culture of family. Family and community involvement are a definite strength for our campus. Our parent volunteers serve in many different capacities, including in the classrooms, library, workroom areas, during special student events, etc. Our families' perceptions of our school and its effectiveness is one of a family nature. Parents report feeling very welcome 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's success is largely due to the support, participation, and cooperation of our families and communities. Our parents support our school when any need arises, such as Friday Readers, Field Trips, Book Fair, Field Day, Skating 101, Boosterthon, and class celebrations.

Buckalew Elementary has an active and supportive Parent Teacher Organization that helps with fundraising and enriching 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, fundraise, and build partnerships with neighboring businesses. Our PTO hosts an annual community event, The Buckalew Bash school 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. Additionally, Buckalew PTO purchased a Book Vending Machine with the goal of every student receiving a book throughout the school year.

Each year, our teachers also host "Play-dates" to raise funds for their team or campus needs. Relying heavily on PTO funding for campus classroom instructional materials, our teachers spend their time creating a fun way to engage their grade level after school in an age-appropriate play-date.

Annually, each grade level hosts community service projects or donation drives. This includes: coat drive, food drive, toy drive, pet supply drive, and a pajama drive. All donations and proceeds go to our local community and partnering schools. Through our specials team, 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: Buckalew staff and parents are asked to volunteer their time and effort to participate in fundraising events to supplement needed instructional materials and technology to meet the needs of our students.   **Root Cause:** Administration works to allocate the local campus budget to meet the needs of all students, but they also have to rely on the fundraising efforts of their PTO to supplement the local campus budget and provide additional instructional materials and technology.

Problem Statement 2 (Prioritized): Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not

available to hold many programs and events during the school day inside the school building.   **Root Cause:** Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

Priority Problem Statements

Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.

Root Cause 1: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments.

Root Cause 2: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%).

Root Cause 3: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level.

Root Cause 4: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading.

Root Cause 5: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Recent incidents of violence in school settings across the nation have caused heightened concern for safety.

Root Cause 6: There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not available to hold many programs and events during the school day inside the school building.

Root Cause 7: Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

Problem Statement 7 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

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: Maintain, or increase, the percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment at 83%.

HB3 Goal

Evaluation Data Sources: BAS Data, mCLASS Data, Interim Assessments, District Common Formative Assessments, Campus Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support and feedback in refining the components of CISD Reads (Reader's Workshop, Word Study/Phonics/Phonemic Awareness, Grammar and Conventions, Writer's Workshop) and look for the use of strategies during classroom observations.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Continued teacher growth and implementation of all CISD ELA practices, impacting student growth in reading and writing. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, District Coaches, Teachers **Problem Statements:** Student Achievement 1, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will help students to set goals and track student progress so that they have a clear sense of their learning goals and their growth towards those goals.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students are aware of their goals and progress. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, District Coaches, Teachers **Problem Statements:** Student Achievement 1, 2, 5 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Teachers will attend timely data meetings to analyze data from literacy testing (mCLASS, BAS, Running Records), campus common formative assessments, and district common formative assessments.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Student individual needs will be targeted through intentional small group instruction. **Staff Responsible for Monitoring:** Campus Administrators, Campus Coaches, Teachers **Problem Statements:** Student Achievement 1, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $8,043.73, Instructional Materials for At Risk Students - State Comp Ed - 2788 2789 - $2,590			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Teachers will utilize the CISD Extended Constructed Response lesson plans to provide opportunities for authentic short and extended reading responses through oral or written responses.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: All students score will a 1 or higher on their extended constructed response using rubrics. **Staff Responsible for Monitoring:** Campus Administrators, Campus Coaches, Teachers **Problem Statements:** Student Achievement 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments. **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments. **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%). **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level. **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading. **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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: Maintain the percent of 3rd grade students that score Meets Grade Level or above on the 2024 STAAR Math Assessment at 85%.

HB3 Goal

Evaluation Data Sources: Early Math Assessments, District Universal Screener Data, Dreambox Data, Interim Assessments, District Common Formative Assessments, Campus Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will attend timely data meetings to analyze data from early math assessments, campus common formative assessments, and district common formative assessments.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students' individual needs will be targeted through intentional small group guided math instruction. **Staff Responsible for Monitoring:** Administrators, Campus Coaches, Teachers **Problem Statements:** Student Achievement 2, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will be provided 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.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Teacher growth and implementation of all components of CISD Solves, impacting student growth in math. **Staff Responsible for Monitoring:** Administrators, Campus Coaches, District Coaches, Teachers **Problem Statements:** Student Achievement 2, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

Strategy 3 Details	Formative Reviews		
Strategy 3: All students will complete a minimum of 5 to 7 Dreambox lessons each week.	Formative		
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, Teachers **Problem Statements:** Student Achievement 2, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will help students to set goals and track student progress so that they have a clear sense of their learning goals and their growth towards those goals.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students are aware of their goals and progress. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, District Coaches, Teachers **Problem Statements:** Student Achievement 1, 2, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments. **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments. **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%). **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level. **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading. **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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: Maintain, or increase, the percentage of all Hispanic students that achieves the Meets level on the 2024 STAAR Assessments at 77%.

Evaluation Data Sources: BAS Data, mClass Data, Early Math Assessments, Dreambox Data, Interim Assessments, District Common Formative Assessments, Campus Common Formative Assessments

Strategy 1 Details	Formative Reviews		
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, district common formative assessments, math Dreambox data, and Interim Assessment data with a focus on Hispanic student growth.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Individual needs of Hispanic students will be targeted through intentional small group instruction. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, Teachers **Problem Statements:** Student Achievement 1, 3, 5, 6 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%).   **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level.   **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading.   **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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: Maintain, or increase, the percentage of all Emergent Bilingual students that score at the Meets Grade level on the 2024 STAAR Assessments at 78%.

Evaluation Data Sources: BAS Data, mClass Data, Early Math Assessments, Math Dreambox Data
Interim Assessments, District Common Formative Assessments, Campus Common Formative Assessments

Strategy 1 Details	Formative Reviews		
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, district common formative assessments, math Dreambox data, and Interim Assessment data with a focus on Emergent Bilingual student growth.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Individual needs of Emergent Bilingual students will be targeted through intentional small group instruction. **Staff Responsible for Monitoring:** Campus Administration, Campus Coaches, Teachers **Problem Statements:** Student Achievement 1, 2, 3, 5, 6 **Funding Sources:** Imagine Learning - Title III - 6112 6399 - $2,500, Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments.   **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%).   **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level.   **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.

Student Achievement

Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading. **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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: Maintain, or increase, the percentage of all students that achieve the Masters level on the 2024 STAAR Assessments at 55%.

    Evaluation Data Sources: Interim Assessments, District Common Formative Assessments, Campus Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Coaches will use the Buckalew Longitudinal Data Dashboard in data meetings to analyze data from math common formative assessments, district common formative assessments, math Dreambox data, and Interim Assessment data with a focus on targeting instruction to maintain the Masters performance level.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Individual needs of students will be targeted through intentional small group instruction.
     Staff Responsible for Monitoring: Campus Administration, Campus Coaches, Teachers
 	
     Problem Statements: Student Achievement 3, 5, 6
     Funding Sources: Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%). **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level. **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading. **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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, Bank Statements

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with campus secretary daily in morning meetings to include a review of expenditures and reconcile bank statements	**Formative**		
Strategy's Expected Result/Impact: Result/Impact Fiscal Responsibility, Accountability, Transparency	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Problem Statements:** Parent and Community Engagement 2			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not available to hold many programs and events during the school day inside the school building.   **Root Cause**: Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

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, Social Emotional Learning 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	Formative Reviews		
Strategy 1: Provide opportunities for staff to lead through Buckalew leadership teams and district committees	**Formative**		
Strategy's Expected Result/Impact: More staff in leadership positions on campus and at the district level.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Campus Coaches, District Coaches, Counselor			
Problem Statements: Culture and Climate 1 - Parent and Community Engagement 2 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 1: Recent incidents of violence in school settings across the nation have caused heightened concern for safety.   **Root Cause**: There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.
Parent and Community Engagement
Problem Statement 2: Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not available to hold many programs and events during the school day inside the school building.   **Root Cause**: Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

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: 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, annual turn over rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Invest in building staff relationships, provide supportive feedback and training, and morale boosting activities	**Formative**		
Strategy's Expected Result/Impact: High retention rates and highly qualified teachers and staff.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Buckalew Admin Team, Instructional Coaches **Problem Statements:** Culture and Climate 1 - Parent and Community Engagement 2 **Funding Sources:** Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 1 Problem Statements:

Culture and Climate
Problem Statement 1: Recent incidents of violence in school settings across the nation have caused heightened concern for safety.   **Root Cause**: There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.
Parent and Community Engagement
Problem Statement 2: Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not available to hold many programs and events during the school day inside the school building.   **Root Cause**: Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

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 focuses on the needs of every student and staff member.

Evaluation Data Sources: Branching Minds Data, Problem Solving Team Meetings, Required safety drills (fire, lock down, secure), After Action Drill Reports - Staff Feedback
Ongoing safety training, Threat Assessment, Referrals, Parent Contacts
Foundations Team Meeting, Weekly and daily door checks, Communication on announcements for all staff and students, Faculty meeting agendas/trainings, TEA Safety Audits

Strategy 1 Details	Formative Reviews		
Strategy 1: Revise and Review campus wide systems and structures and our discipline leveling system through Foundations in an effort to continue to have consistent protocols for managing student behavior and fostering a safe learning environment.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Improved proactive approach to decreasing disciplinary infractions, and a continued alignment for managing behavior and maintaining a safe learning environment. **Staff Responsible for Monitoring:** Foundations Team, Campus Administrators **Problem Statements:** Culture and Climate 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will add morning meetings into their day to address social emotional needs and to help foster relationships and social skills in the classroom.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Decrease in negative classroom behavior, fewer social barriers to learning, increased positive relationships with students, increased student to student positive relationships **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, Social Emotional Learning Committee, Administrators **Problem Statements:** Culture and Climate 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus and District staff will collaborate together as a Problem Solving Team to analyze current data and systems to meet individual student needs.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Appropriate interventions to match the specific needs of each student **Staff Responsible for Monitoring:** Administrators Counselor Interventionist Teachers **Problem Statements:** Student Achievement 1, 2, 3, 6 - Culture and Climate 1			

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments.   **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%).   **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading.   **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.
Culture and Climate
Problem Statement 1: Recent incidents of violence in school settings across the nation have caused heightened concern for safety.   **Root Cause**: There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.

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 to work jointly to maximize learning and safety for all.

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, and view-it parent contacts, 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, Marquee, Social Media

Strategy 1 Details	Formative Reviews		
Strategy 1: Buckalew will continue to promote and communicate up-to-date campus and district information through the use of the marquee, newsletters, social media, and our PTO organization.	**Formative**		
Strategy's Expected Result/Impact: Our community connected to the campus on a regular basis. **Staff Responsible for Monitoring:** Administration, Office Team, Teachers **Problem Statements:** Culture and Climate 1 - Parent and Community Engagement 2	**Dec**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Culture and Climate
Problem Statement 1: Recent incidents of violence in school settings across the nation have caused heightened concern for safety. **Root Cause**: There is a need to clearly communicate safety procedures in place to keep staff and students safe and feeling secure while at school.
Parent and Community Engagement
Problem Statement 2: Due to the increased enrollment at Buckalew, it is increasingly difficult to find ways for parents to engage at school. Spaces for parents are not available to hold many programs and events during the school day inside the school building. **Root Cause**: Buckalew's enrollment continues to grow, and all classroom and available space is being utilized for instruction.

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: Continue to work in Professional Learning Teams with intentional protected time for developing responsive plans that focus on the needs of every student.

Evaluation Data Sources: School Calendar, Campus Coach Planning Calendar, PLT calendars, ARD Meetings, 504 Meetings, Problem Solving Team Meetings, Data Meetings
Micro PDs

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus leaders will ensure planning time is protected by scheduling timely data meetings and professional development around 504 and ARD meetings through master scheduling.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Protected teacher planning time to meet the needs of all students. **Staff Responsible for Monitoring:** Administration and Core Leadership **Problem Statements:** Student Achievement 1, 2, 3, 5, 6			

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

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments. **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments. **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
Problem Statement 3: There is a discrepancy between All Students Meets Grade Level in 3rd math (85%) and 4th grade math (90%) compared with Hispanic Students Meets Grade Level in 3rd math (77%) and 4th math (87%). In reading, All Students Meets Grade Level in 3rd (83%) and 4th reading (83%) compared with Hispanic Students Meets Grade Level in third (70%) and 4th reading (80%). **Root Cause**: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level. **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.

Student Achievement

Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading.   **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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 understand and demonstrate knowledge of CISD Tier 1 Best Practices to provide rigorous learning experiences.

    Evaluation Data Sources: Classroom Observational Data, T-Tess Evaluations, Learning Walks, Feedback from Instructional Coaches

Strategy 1 Details	Formative Reviews		
Strategy 1: Buckalew teachers and coaches will attend and participate in trainings, instructional feedback opportunities, and modeled lessons throughout the year.	**Formative**		
	Dec	**Mar**	**June**

Strategy's Expected Result/Impact: Continued teacher growth in instructional knowledge and the use of data to impact student growth.   **Staff Responsible for Monitoring:** Teachers, Administration, District/Campus Instructional Coaches
 	
     Problem Statements: Student Achievement 1, 2, 3, 5, 6
     Funding Sources: Instructional Coaches - State Comp Ed - 2788 2789 - $10,633.73			

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments. **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.
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Problem Statement 5: On the 2023 4th grade STAAR Reading Assessment, 22% of students did not maintain at the Masters level. On the 2023 4th grade STAAR Math Assessment, 18% of students did not maintain at the Masters level.   **Root Cause**: On the 2023 STAAR Assessments, students struggled with the new item types and constructed response format.
Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in 3rd math (85%) & 4th math (90%) compared with Emergent Bilingual Students Meets Grade Level in 3rd math (69%) and 4th math (75%). In reading, All Students Meets Grade Level in 3rd grade (83%) and 4th grade (83%) reading compared with Emergent Bilingual Students Meets Grade Level in 3rd grade (50%) & 4th grade (50%) reading.   **Root Cause**: Our Emergent Bilingual students need more support with increasing their English proficiency in order to be successful on STAAR Assessments.

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: Teachers and staff will utilize technology to collect and disaggregate data to drive instruction in the classroom and foster the development of critical thinking skills.

Evaluation Data Sources: mClass data, Branching Minds Data, Interim Assessment Data, Euphoria Data, Seesaw pages, Canvas pages, Dreambox, CFA data, STAAR data, TELPAS, Longitudinal Data Dashboard, Campus Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will work collaboratively with the instructional coaches to analyze data during PLT meetings to plan for instruction to foster critical thinking skills.	**Formative**		
Strategy's Expected Result/Impact: Teacher proficiency with technology usage to analyze data. **Staff Responsible for Monitoring:** Administration, District/Campus Instructional Coaches, Teachers **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Instructional Coach - State Comp Ed - 2788 2789 - $10,633.78	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: At the end of the 2023 school year, 15% of our K-2 students scored below benchmark in foundational skills on literacy assessments.   **Root Cause**: After giving literacy assessments, teachers need to intervene on targeted skills needed for growth.
Problem Statement 2: HB3 Math - In 2023, 14% of Kindergarten, 13% of 1st grade, and 8% of 2nd grade students were below level in the End of Year early math assessments. **Root Cause**: After giving the Early Math Assessment, teachers need to intervene on targeted skills needed for growth.

Campus Funding Summary

			Title III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Imagine Learning	6112 6399	$2,500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$2,500.00
				+/- Difference	$0.00
			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches	2788 2789	$10,633.73
1	1	2	Instructional Coaches	2788 2789	$10,633.73
1	1	3	Instructional Coaches	2788 2789	$8,043.73
1	1	3	Instructional Materials for At Risk Students	2788 2789	$2,590.00
1	1	4	Instructional Coaches	2788 2789	$10,633.73
1	2	1	Instructional Coaches	2788 2789	$10,633.73
1	2	2	Instructional Coaches	2788 2789	$10,633.73
1	2	3	Instructional Coaches	2788 2789	$10,633.73
1	2	4	Instructional Coaches	2788 2789	$10,633.73
1	3	1	Instructional Coaches	2788 2789	$10,633.73
1	4	1	Instructional Coaches	2788 2789	$10,633.73
1	5	1	Instructional Coaches	2788 2789	$10,633.73
2	2	1	Instructional Coaches	2788 2789	$10,633.73
3	1	1	Instructional Coaches	2788 2789	$10,633.73
5	1	1	Instructional Coaches	2788 2789	$10,633.73
5	2	1	Instructional Coach	2788 2789	$10,633.78
				Sub-Total	$159,506.00
				Budgeted Fund Source Amount	$159,506.00
				+/- Difference	$0.00
				Grand Total Budgeted	$162,006.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$162,006.00
				+/- Difference	$0.00