



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Buckalew Elem

Rating: A

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

Part A: Academic Progress – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*

Part B: Relative Performance – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeed Act (ESSA).*

Distinction Designations Earned:

- Academic Achievement in Language Arts/Reading Distinction Earned
- Academic Achievement in Math Distinction Earned
- Top 25%: Comparative Academic Growth Distinction Earned
- Top 25%: Comparative Closing the Gaps Distinction Earned
- Postsecondary Readiness Distinction Earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 95% of all student will achieve Approaching Grade Level and 81% will achieve Meets Grade Level on the 2020 STAAR assessments.

STRATEGY DESCRIPTION(S):

- **Reading Strategy:** Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom in TIER 1 Best Practices using the Workshop model supported by Units of Study by Lucy Calkins in Reading and Phonics (k-2) for grades K through 4 for fidelity and integration of higher level of practices.
- **Writing Strategy:** : Provide intensive, systematic, researched-based writing instruction that includes increased rigor of questioning in the differentiated classroom in TIER 1 Best Practices using the Workshop model supported by Units of Study by Lucy Calkins in Reading and Writing and Phonics (k-2) for grades K through 4 for fidelity and integration of higher level of practices.
- **Math Strategy:** Refine CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency. Utilize Dream Box Math to individualize interventions.



READING/ELA

PERFORMANCE OBJECTIVE:

- 95% of all students will achieve Approaching Grade Level or above.
- 76% of all students will achieve Meets Grade Level or above.

STRATEGY DESCRIPTION(S):

- Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom in TIER 1 Best Practices using the Workshop model supported by Units of Study by Lucy Calkins in Reading and Phonics (k-2) for grades K through 4 for fidelity and integration of higher level of practices.

WRITING

PERFORMANCE OBJECTIVE:

- 89% of all students will achieve Approaching Grade Level or above.
- 68% of all students will achieve Meets Grade Level or above.

STRATEGY DESCRIPTION(S):

- Provide intensive, systematic, researched-based writing instruction that includes increased rigor of questioning in the differentiated classroom in TIER 1 Best Practices using the Workshop model supported by Units of Study by Lucy Calkins in Reading and Writing and Phonics (k-2) for grades K through 4 for fidelity and integration of higher level of practices.

MATH

PERFORMANCE OBJECTIVE:

- 98% of all students will achieve Approaching Grade Level or above.
- 89% of all students will achieve Meets Grade Level or above.

STRATEGY DESCRIPTION(S):

- Refine CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency. Utilize Dream Box Math to individualize interventions.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Provide teachers with additional planning to ensure that students incorporating best practices and language arts integration into social studies instruction.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.



HEALTH

PERFORMANCE OBJECTIVE: 90 % of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S): Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) :- (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Continued focus of *Do the Math* and *LLI* as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.
- Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.

SUCCESSFUL COMPLETION OF HIGH SCHOOL/POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 96.9% in 2018/19 to 97.1% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE:

Attendance rate will increase from 96.9% in 2018/19 to 97.1% in 2019/20.

STRATEGY DESCRIPTION(S):

- Continue to monitor and incentive attendance.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds



ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos

Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

CISD Benchmarks at passing rate

Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal; Assistant Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S): Recruit and retain highly qualified staff by participating in the CISD hosted job fair

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S): Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal



Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S): Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level.

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S): Increase digital learning opportunities for students and staff through targeted learning in technology class and modeling for teachers.

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1 Reading Strategy 1 Math Strategy 1 Writing Strategy 1 At-Risk Strategy 1	Instructional Materials for At-Risk Students	\$4,680	0.03
	TOTAL SCE	\$4,680	

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 3 Math Strategy 2 At-Risk Strategy 1	Technology	\$2,700	
All Students Strategy 1 Reading Strategy 1 Math Strategy 1 Writing Strategy 1 At-Risk Strategy 1	Instructional Materials for At-Risk Students	\$300	
	TOTAL Title III EL	\$3,000	



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Buckalew Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

94% scored Approaches Grade Level Standards
80% scored Meets Grade Level Standards
53% scored Masters Grade Level Standards

2019-2020 Goals:

95% will score Approaches Grade Level Standards
81% will score Meets Grade Level Standards
54% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

84% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

85% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

90% scored Approaches Grade Level Standards
69% scored Meets Grade Level Standards
35% scored Masters Grade Level Standards

Focus Student Group: Special Education

82% scored Approaches Grade Level Standards
62% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

Focus Student Group: White

94% scored Approaches Grade Level Standards
78% scored Meets Grade Level Standards
54% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

91% will score Approaches Grade Level Standards
70% will score Meets Grade Level Standards
36% will score Masters Grade Level Standards

Focus Student Group: Special Education

83% will score Approaches Grade Level Standards
63% will score Meets Grade Level Standards
14% will score Masters Grade Level Standards

Focus Student Group: White

95% will score Approaches Grade Level Standards
79% will score Meets Grade Level Standards
55% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

88% scored Approaches Grade Level Standards
60% scored Meets Grade Level Standards
32% scored Masters Grade Level Standards

Focus Student Group: Special Education

79% scored Approaches Grade Level Standards
47% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

Focus Student Group: White

95% scored Approaches Grade Level Standards
76% scored Meets Grade Level Standards
53% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

89% will score Approaches Grade Level Standards
61% will score Meets Grade Level Standards
33% will score Masters Grade Level Standards

Focus Student Group: Special Education

80% will score Approaches Grade Level Standards
48% will score Meets Grade Level Standards
12% will score Masters Grade Level Standards

Focus Student Group: White

96% will score Approaches Grade Level Standards
77% will score Meets Grade Level Standards
54% will score Masters Grade Level Standards



WRITING

2018-2019 Performance:

Economically Disadvantaged Students

83% scored Approaches Grade Level Standards

58% scored Meets Grade Level Standards

25% scored Masters Grade Level Standards

Focus Student Group: Special Education

71% scored Approaches Grade Level Standards

57% scored Meets Grade Level Standards

14% scored Masters Grade Level Standards

Focus Student Group: White

88% scored Approaches Grade Level Standards

66% scored Meets Grade Level Standards

32% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

84% will score Approaches Grade Level Standards

59% will score Meets Grade Level Standards

26% will score Masters Grade Level Standards

Focus Student Group: Special Education

72% will score Approaches Grade Level Standards

58% will score Meets Grade Level Standards

14% will score Masters Grade Level Standards

Focus Student Group: White

88% will score Approaches Grade Level Standards

66% will score Meets Grade Level Standards

32% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

96% scored Approaches Grade Level Standards

84% scored Meets Grade Level Standards

44% scored Masters Grade Level Standards

Focus Student Group: Special Education

89% scored Approaches Grade Level Standards

79% scored Meets Grade Level Standards

16% scored Masters Grade Level Standards

Focus Student Group: White

97% scored Approaches Grade Level Standards

87% scored Meets Grade Level Standards

66% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

97% will score Approaches Grade Level Standards

85% will score Meets Grade Level Standards

45% will score Masters Grade Level Standards

Focus Student Group: Special Education

90% will score Approaches Grade Level Standards

80% will score Meets Grade Level Standards

17% will score Masters Grade Level Standards

Focus Student Group: White

98% will score Approaches Grade Level Standards

88% will score Meets Grade Level Standards

67% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a will score Approaches Grade Level Standards

n/a will score Meets Grade Level Standards

n/a will score Masters Grade Level Standards

Focus Student Group: Type Group Here

n/a will score Approaches Grade Level Standards

n/a will score Meets Grade Level Standards

n/a will score Masters Grade Level Standards

Focus Student Group: Type Group Here

n/a will score Approaches Grade Level Standards

n/a will score Meets Grade Level Standards

n/a will score Masters Grade Level Standards



SCIENCE

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

.% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: White

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Type Group Here

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

NON-DISCRIMINATION STATEMENT

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