

Conroe Independent School District
Buckalew Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 30, 2022

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 2021-22 school year, Buckalew Elementary's results met all three target areas:

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

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

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

These scores result in Buckalew Elementary receiving a 2022 Accountability "A" rating.

ALL Students/ALL Subjects	2022	2021	2019	Hispanic 2022	Hispanic 2021	Eco Dis 2022	Eco Dis 2021	Emergent Bilinguals 2022	Emergent Bilinguals 2021
Approaches	95%	93%	94%	92%	85%	92%	79%	93%	84%
Meets	85%	79%	80%	76%	69%	79%	66%	87%	59%
Masters	66%	55%	53%	55%	40%	52%	29%	73%	41%
Reading All Students									
Approaches	95%	95%	94%	92%	90%	92%	88%	93%	93%
Meets	84%	78%	77%	78%	74%	88%	75%	93%	57%
Masters	64%	52%	52%	59%	40%	54%	31%	80%	36%
Math All Students									
Approaches	96%	94%	97%	92%	86%	92%	75%	93%	86%
Meets	85%	85%	88%	73%	71%	69%	63%	80%	71%
Masters	68%	68%	64%	51%	43%	50%	38%	67%	50%
Reading 3rd Grade									
Approaches	95.8%	95%	94%	96%	90%	100%	82%	100%	90%
Meets	86.4%	80%	75%	81.48%	75%	100%	82%	100%	60%
Masters	72.8%	54%	53%	62.96%	35%	83.33%	45%	100%	30%

Reading 4th Grade

Approaches	93.59%	94%	96%	92.31%	85%	92.31%	100%	90%	67%
Meets	83.97%	74%	76%	73.08%	62%	84.62%	67%	70%	33%
Masters	58.97%	50%	51%	53.85%	38%	38.46%	33%	50%	33%
Math 3rd Grade									
Approaches	94.96%	94%	97%	96%	85%	92.86%	82%	100%	90%
Meets	86.4%	82%	87%	76.92%	70%	85.71%	55%	80%	80%
Masters	70.4%	62%	58%	57.69%	40%	64.29%	36%	60%	60%
Math 4th Grade									
Approaches	94.87%	93%	97%	92.31%	81%	92.31%	67%	90%	50%
Meets	82%	82%	88%	65.38%	62%	61.54%	50%	70%	33%
Masters	66%	69%	71%	42.31%	42%	46.15%	33%	60%	17%

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 STAAR Results, we celebrate the following:

All Students/All Subjects our scores grew from 2021- 79% to 2022- 85% Meets and 2021- 55% to 2022- 68% Masters.

In 3rd Grade Reading, our scores grew from 2021- 80% to 2022- 86% Meets and 2021- 54% to 2022- 73% Masters.

In 3rd Grade Math, our scores grew from 2021- 82% to 2022- 86% Meets and 2021-62% to 2022 70% Masters.

In 4th Grade Reading, our scores grew from 2021- 74% to 2022-84% Meets and 2021- 50% to 2022 59% Masters.

In 4th Grade Math, our scores remained the same in 2021 and 2022 with 82% Meets and 2021-69% with a slight decline of 66% Masters in 2022.

Overall, All Students and All Subjects on our campus grew an average of 6 percentage points in the area of Meets and 13 percentage points in the area of Masters.

In 3rd Grade Math, our Meets was 2nd in CISD and Masters was 1st.

In 3rd Grade Reading, both our Meets and Masters scores were 2nd in CISD.

In 4th Grade Math, although our Masters scores declined slightly, they were still the highest scores in the district and 2nd in Meets.

In 4th Grade Reading, our Meets was 1st in CISD and Masters was 2nd.

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

2020-2021 school year. Students 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 was "A" and all 5 Distinction Designations were earned. In 2022, the following Distinction Designations were awarded:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Comparative Closing the Gaps

Post Secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): HB3 ELA - At end of the 2022 school year, 26% of our k-2 students were not reading on grade level. In 2022 our EOY data reveals in Kindergarten 84% on grade level or above for BAS level, 75% on grade level or above in 1st grade, and 61% in 2nd grade level. MClass composite reveals Kinder 77% on or above, 76% 1st grade, and 2nd grade 81%. In 3rd Grade, our STAAR Reading scores were 86% 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 - In 3rd grade, our STAAR Math scores in 2022 were 86.4% Meets. In 2022, K-2 students were given early math assessments and the End of the Year Early Math Assessment satisfactory results are Kindergarten 96%, First Grade 87%, and Second Grade 97%. **Root Cause:** After giving the Early Math Assessment, teachers need time to analyze the data and develop interventions to target skills needed for success.

Problem Statement 3 (Prioritized): There is a discrepancy between our All Students Meets Grade Level in third math (86.4%) and fourth math (82%) compared with Hispanic Students Meets Grade Level in third math (77%) and fourth math (65%). In reading, All Students Meets Grade Level in third (86%) and fourth reading (84%) compared with Hispanic Students Meets Grade Level in third (81.48%) and fourth reading (73%). **Root Cause:** As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.

Problem Statement 4 (Prioritized): 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 to target individual needs. With increasing amounts of K-4 assessment data, teachers have an increased amount of data to disaggregate.

Problem Statement 5 (Prioritized): Fourth grade students must continue to show academic growth on STAAR. High achieving students must maintain a mastery level score. **Root Cause:** In 2022, 73% of our third graders scored at the Masters Level on STAAR reading and 72% of our third grader scored at the Masters Level on STAAR math.

Problem Statement 6: There is a discrepancy between our All Students Meets Grade Level in third math (86.4%) and fourth math (82%) compared with Emergent Bilingual Students Meets Grade Level in third math (80%) and fourth math (70%). In reading, All Students Meets Grade Level in fourth grade reading (83.97%) compared with Emergent Bilingual Students Meets Grade Level in fourth grade reading (70%). **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 7: Our campus has invested time and resources into staff development of growing our Professional Learning Teams, but it is a constant work in progress. **Root Cause:** Since the 19-20 school year, teachers have absorbed an enormous amount of pressure to take care of students and focus on health, campus safety, and COVID protocols. During the 21-22 school year, teachers and/or students were absent for minimum of 10 days. This shifts the PLT process to planning for subs, learning recovery for students, and planning/adjusting to CISD Safety Alert Levels.

Problem Statement 8: Small group instruction, tailored intervention, and enrichment are 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.

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 the community is 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:

21- 22 School Year Top Strengths	20-21 School Year Top Strengths	19-20 School Year Top Strengths
1. Communication (56%)	1. Adaptation (75%)	1.Communication (69%)
2. Goal Focus (54%)	2. Goal Focus (59%)	2. Goal Focus (66%)
3. Cohesiveness (54%)	3. Communication (59%)	3. Cohesiveness (71%)

21-22 School Year Top Priorities	20-21 School Year Top Priorities	19-20 School Year Top Priorities
1. Morale (15%)	1. Morale (35%)	1. Autonomy (29%)
2. Optimal Power Equalization (16%)	2. Autonomy (29%)	2. Power Equalization (29%)
3. Autonomy (25%)	3. Power Equalization (25%)	3. Innovativeness (31%)

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. Cohesiveness is the state when persons, groups, or organizations have a clear sense of identity. Members feel attracted to membership in an organization. They want to stay with it, be influenced by it, and exert their own influence within it. Morale is the state in which a person, group, or organization has 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 2021-22 school year reflect teachers teaching in the 3rd school year of COVID, state and district rules surrounding COVID and state mandates continually changing

and being added, and the educational impact on students at the early grade levels becoming more and more evident in year 3. The pressure to see students succeed, as well as the pressure to keep themselves and students safe, was high with nothing taken off the plates of administrators or teachers. OHI results from 2020-21 school year reflect teachers working from their homes at the end of the 19-20 school year and teaching 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 21-22, the principal was able to read the staff -.91 and the assistant principal within a .09 difference. In 20-21, the principal was able to read the staff within a .96 difference and the assistant principal within a -.84 difference. In 19-20 the principal was 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. 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, indicating 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 nine of CHAMPS and seven 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 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 21-22, we had 2 staff members move.
- Campus administrators provide leadership opportunities through Foundations, CORE team, Social Emotional Learning Committee, 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 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): Due to schools being an increased target of violence, there is a need to keep school inhabitants safe. **Root Cause:** The recent school shooting tragedies.

Problem Statement 2: During the 21-22 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. Buckalew staff feel the continued internal and external pressure to maintain a history of academic success. **Root Cause:** Staff members faced numerous challenges during the 21-22 school year including social distancing from other staff members, continuous worry about the health and safety of staff and students, and pressure to maintain academic and social emotional growth. With nothing taken off their plates, staff members feel overwhelmed by increasing expectations through the continued global pandemic.

Problem Statement 3: 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.

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 are 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 hosts an annual community 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 (Prioritized): Buckalew staff have spent countless hours re-thinking school-wide events to continue to promote a sense of community, with constant revisions of school safety. **Root Cause:** School safety is our number one priority. With COVID protocols and school tragedies, school safety is constantly evolving.

Problem Statement 2: 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.

Problem Statement 3: Buckalew's space inside the building is full. Every classroom and space is maximized for student learning. In order to continue to maintain a sense of community, our school is adapting to new ways and locations to include our parent community within the school day. **Root Cause:** Buckalew's enrollment continues to grow.

Priority Problem Statements

Problem Statement 1: HB3 ELA - At end of the 2022 school year, 26% of our k-2 students were not reading on grade level. In 2022 our EOY data reveals in Kindergarten 84% on grade level or above for BAS level, 75% on grade level or above in 1st grade, and 61% in 2nd grade level. MClass composite reveals Kinder 77% on or above, 76% 1st grade, and 2nd grade 81%. In 3rd Grade, our STAAR Reading scores were 86% Meets.

Root Cause 1: 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 1 Areas: Student Achievement

Problem Statement 6: Due to schools being an increased target of violence, there is a need to keep school inhabitants safe.

Root Cause 6: The recent school shooting tragedies.

Problem Statement 6 Areas: Culture and Climate

Problem Statement 7: Buckalew staff have spent countless hours re-thinking school-wide events to continue to promote a sense of community, with constant revisions of school safety.

Root Cause 7: School safety is our number one priority. With COVID protocols and school tragedies, school safety is constantly evolving.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 2: HB3 Math - In 3rd grade, our STAAR Math scores in 2022 were 86.4% Meets. In 2022, K-2 students were given early math assessments and the End of the Year Early Math Assessment satisfactory results are Kindergarten 96%, First Grade 87%, and Second Grade 97%.

Root Cause 2: After giving the Early Math Assessment, teachers need time to analyze the data and develop interventions to target skills needed for success.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: There is a discrepancy between our All Students Meets Grade Level in third math (86.4%) and fourth math (82%) compared with Hispanic Students Meets Grade Level in third math (77%) and fourth math (65%). In reading, All Students Meets Grade Level in third (86%) and fourth reading (84%) compared with Hispanic Students Meets Grade Level in third (81.48%) and fourth reading (73%).

Root Cause 4: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Data discussions and looking at each and every student's growth is a constant work in progress.

Root Cause 5: Teachers have done the best they can with time and resources to measure progress of each and every child to target individual needs. With increasing amounts of K-4 assessment data, teachers have an increased amount of data to disaggregate.

Problem Statement 5 Areas: Student Achievement

Problem Statement 3: Fourth grade students must continue to show academic growth on STAAR. High achieving students must maintain a mastery level score.

Root Cause 3: In 2022, 73% of our third graders scored at the Masters Level on STAAR reading and 72% of our third grader scored at the Masters Level on STAAR math.

Problem Statement 3 Areas: Student Achievement

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

Revised/Approved: August 30, 2022


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 86% to 87%.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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. Strategy's Expected Result/Impact: Teachers continue to grow and implement all components of CISD Reads ELA practices impacting student growth in reading. Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Coaches, Teachers Problem Statements: Student Achievement 1, 3, 5 Funding Sources: Instructional Coach - State Comp Ed - \$66,570, Substitutes - Long Range Planning and Reading Academy - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track student progress to provide each student with a clear sense of where he or she started with a learning goal and help set further goals. Strategy's Expected Result/Impact: Campus staff will provide student feedback to set a learning goal so students are aware of their progress. Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Coaches, Teachers Funding Sources: Instructional Coach - State Comp Ed, Substitutes- Long Range Planning and Reading Academy - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Student individual needs will be targeted through intentional small group instruction. Staff Responsible for Monitoring: Campus Administrators, Campus Coach, Teachers Problem Statements: Student Achievement 1 Funding Sources: Instructional Coach - State Comp Ed, Substitutes- Long Range Planning and Reading Academy - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: HB3 ELA - At end of the 2022 school year, 26% of our k-2 students were not reading on grade level. In 2022 our EOY data reveals in Kindergarten 84% on grade level or above for BAS level, 75% on grade level or above in 1st grade, and 61% in 2nd grade level. MClass composite reveals Kinder 77% on or above, 76% 1st grade, and 2nd grade 81%. In 3rd Grade, our STAAR Reading scores were 86% 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 3: There is a discrepancy between our All Students Meets Grade Level in third math (86.4%) and fourth math (82%) compared with Hispanic Students Meets Grade Level in third math (77%) and fourth math (65%). In reading, All Students Meets Grade Level in third (86%) and fourth reading (84%) compared with Hispanic Students Meets Grade Level in third (81.48%) and fourth reading (73%). Root Cause: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students.
Problem Statement 5: Fourth grade students must continue to show academic growth on STAAR. High achieving students must maintain a mastery level score. Root Cause: In 2022, 73% of our third graders scored at the Masters Level on STAAR reading and 72% of our third grader scored at the Masters Level on STAAR math.

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 86% to 87%.

HB3 Goal

Evaluation Data Sources: Early Math Assessment Data



District Universal Screener Data







Dreambox Data

Interim Assessments

District Common Formative Assessments

Campus Common Formative Assessments

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Students individual needs will be targeted through intentional small group guided math instruction. Staff Responsible for Monitoring: Administrators, Campus Coach, Teachers Problem Statements: Student Achievement 2 Funding Sources: Dreambox K-4 - State Comp Ed - \$8,200, Instructional Coach - State Comp Ed, Substitutes- Long Range Planning - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Teachers continue to grow and implement all components of CISD Solves impacting student growth in math. Staff Responsible for Monitoring: Administrators, Campus Coach, District Coaches, Teachers Funding Sources: Instructional Coach - State Comp Ed, Substitutes- Long Range Planning and PD - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Establish a campus expectation that all students will complete a minimum of 5 to 7 Dreambox lessons a week. Strategy's Expected Result/Impact: Dreambox "predictive grade level indicators" will increase from base line data included in problem statement 2. Staff Responsible for Monitoring: Campus Administration, Campus Coach, Teachers Problem Statements: Student Achievement 2 Funding Sources: Instructional Coach - State Comp Ed, Dreambox K-4 - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will track student progress to provide each student with a clear sense of where he or she started with a learning goal and help set further goals. Strategy's Expected Result/Impact: Campus staff will provide student feedback to set a learning goal so students are aware of their progress. Staff Responsible for Monitoring: Campus Administration, Campus Coach, District Coaches, Teachers Funding Sources: Instructional Coach - State Comp Ed, Substitutes - Long Range Planning - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: HB3 Math - In 3rd grade, our STAAR Math scores in 2022 were 86.4% Meets. In 2022, K-2 students were given early math assessments and the End of the Year Early Math Assessment satisfactory results are Kindergarten 96%, First Grade 87%, and Second Grade 97%. Root Cause: After giving the Early Math Assessment, teachers need time to analyze the data and develop interventions to target skills needed for success.

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 on STAAR third grade reading from 81% to 83%, fourth grade reading 73% to 75% and third grade math 77% to 79%, fourth grade math 65% to 67%.

Evaluation Data Sources: Early Math Assessments






BAS Data

Math Dreambox Data

Interim Assessments

District Common Formative Assessments

Campus Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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. 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 Coach, Teachers Problem Statements: Student Achievement 3, 4 Funding Sources: Instructional Coach - State Comp Ed				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: There is a discrepancy between our All Students Meets Grade Level in third math (86.4%) and fourth math (82%) compared with Hispanic Students Meets Grade Level in third math (77%) and fourth math (65%). In reading, All Students Meets Grade Level in third (86%) and fourth reading (84%) compared with Hispanic Students Meets Grade Level in third (81.48%) and fourth reading (73%). Root Cause: As a campus, teachers need time to analyze data to target small group instruction for our Hispanic students. Problem Statement 4: 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 to target individual needs. With increasing amounts of K-4 assessment data, teachers have an increased amount of data to disaggregate.

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 Emergent Bilingual students that score Meets Grade Level on STAAR third grade math from 80% to 81%, fourth grade math 70% to 71%, and fourth grade reading from 65% to 66%.

Evaluation Data Sources: Early Math Assessments






BAS Data

Math Dreambox Data

Interim Assessments

District Common Formative Assessments

Campus Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
				
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. 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 Coach, Teachers Problem Statements: Student Achievement 2 Funding Sources: Imagine Learning - Title III - \$2,250, Instructional Coach - State Comp Ed				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:






Student Achievement
Problem Statement 2: HB3 Math - In 3rd grade, our STAAR Math scores in 2022 were 86.4% Meets. In 2022, K-2 students were given early math assessments and the End of the Year Early Math Assessment satisfactory results are Kindergarten 96%, First Grade 87%, and Second Grade 97%. Root Cause: After giving the Early Math Assessment, teachers need time to analyze the data and develop interventions to target skills needed for success.

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 students at the Masters Level on third grade math from 72% to 73% on fourth grade math. Increase the percent of students at the Masters Level on third grade reading from 73% to 74% on fourth grade reading.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Teachers will attend scheduled timely 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 move students from Meets to Masters. Strategy's Expected Result/Impact: Individual student needs of students will be targeted through intentional small group instruction. Staff Responsible for Monitoring: Campus Administration, Campus Coach, Teachers Problem Statements: Student Achievement 5 Funding Sources: Instructional Coach - State Comp Ed				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:






Student Achievement
Problem Statement 5: Fourth grade students must continue to show academic growth on STAAR. High achieving students must maintain a mastery level score. Root Cause: In 2022, 73% of our third graders scored at the Masters Level on STAAR reading and 72% of our third grader scored at the Masters Level on STAAR math.

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	Reviews			
Strategy 1: Meet with campus secretary daily in morning meetings to include a review of expenditures and reconcile bank statements. Strategy's Expected Result/Impact: Result/Impact Fiscal Responsibility, Accountability, Transparency Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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	Reviews			
Strategy 1: Provide opportunities for staff to lead through Buckalew leadership teams and district committees. Strategy's Expected Result/Impact: Staff will take advantage of leadership opportunities on campus and at the district level. Staff Responsible for Monitoring: Administrators, Campus Coaches, District Coaches	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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, annual turn over rate

Strategy 1 Details	Reviews			
Strategy 1: Invest in building staff relationships, provide supportive feedback, and boost morale during a global pandemic. Strategy's Expected Result/Impact: Buckalew will continue to retain and develop highly qualified teachers and staff. Staff Responsible for Monitoring: Buckalew Admin Team Funding Sources: Classroom Teachers - ESSER III - \$159,514, Extra Duty Pay Summer Professional Development - State Comp Ed - \$5,000, Substitutes - Long Range Planning and Reading Academy - State Comp Ed - \$7,250, Instructional Paraprofessional - ESSER III	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 and staff member.






Evaluation Data Sources: Branching Minds Data

Scheduled drills

Weekly door sweeps

Ongoing safety training

Threat Assessment

Strategy 1 Details		Reviews			
Strategy 1: Buckalew continues on year 9 of CHAMPS and year 7 of Foundations and continues to evaluate systems and structures on campus to maintain and provide a safe learning environment. Strategy's Expected Result/Impact: Buckalew continues to monitor/evaluate current systems in place for a safe and orderly environment. Staff Responsible for Monitoring: Foundations Team, Staff Problem Statements: Culture and Climate 1 Funding Sources: Instructional Paraprofessional - ESSER III - \$60,896, School Nurse - ESSER III - \$27,905, Instructional Coach - State Comp Ed		Formative			Summative
		Oct	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:






Culture and Climate
Problem Statement 1: Due to schools being an increased target of violence, there is a need to keep school inhabitants safe. Root Cause: The recent school shooting tragedies.

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	Reviews			
Strategy 1: Buckalew will continue to promote and communicate up-to-date campus and district information through the use of: marquee, newsletter, social media, and PTO organization. Strategy's Expected Result/Impact: Our community feels connected to our campus on a regular basis. Staff Responsible for Monitoring: Administration and Office Team	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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	Reviews			
Strategy 1: Continue to work collaboratively with our PTO, community partners, and parent volunteers. Strategy's Expected Result/Impact: Parents and community feel that we are partners in the best interest of our students. Staff Responsible for Monitoring: Administrative Team Problem Statements: Parent and Community Engagement 1	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:






Parent and Community Engagement
Problem Statement 1: Buckalew staff have spent countless hours re-thinking school-wide events to continue to promote a sense of community, with constant revisions of school safety. Root Cause: School safety is our number one priority. With COVID protocols and school tragedies, school safety is constantly evolving.

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		Reviews			
Strategy 1: Buckalew staff alongside district/campus instructional coaches will continue to attend and participate in trainings, instructional feedback opportunities, modeled lessons throughout the year, and completing Reading Academy. Strategy's Expected Result/Impact: Buckalew teachers will continue to grow in their instructional knowledge and use of instructional technology tools. Staff Responsible for Monitoring: Administration, District/Campus Instructional Coaches		Formative			Summative
		Oct	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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 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	Reviews			
Strategy 1: Teachers will work collaboratively with the instructional coach to analyze data from technology sources during PLT meetings to plan for instruction to foster critical thinking skills. Strategy's Expected Result/Impact: Buckalew teachers will continue to grow in the use of technology sources to analyze data to implement critical thinking skills. Staff Responsible for Monitoring: Administration, District/Campus Instructional Coaches, Teachers Funding Sources: Instructional Coach - State Comp Ed, Substitutes - Long Range Planning - State Comp Ed, Extra Duty Pay Summer Professional Development - State Comp Ed	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Imagine Learning		\$2,250.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$2,250.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes - Long Range Planning and Reading Academy		\$0.00
1	1	1	Instructional Coach		\$66,570.00
1	1	1	Extra Duty Pay Summer Professional Development		\$0.00
1	1	2	Substitutes- Long Range Planning and Reading Academy		\$0.00
1	1	2	Extra Duty Pay Summer Professional Development		\$0.00
1	1	2	Instructional Coach		\$0.00
1	1	3	Instructional Coach		\$0.00
1	1	3	Extra Duty Pay Summer Professional Development		\$0.00
1	1	3	Substitutes- Long Range Planning and Reading Academy		\$0.00
1	2	1	Substitutes- Long Range Planning		\$0.00
1	2	1	Dreambox K-4		\$8,200.00
1	2	1	Instructional Coach		\$0.00
1	2	2	Substitutes- Long Range Planning and PD		\$0.00
1	2	2	Extra Duty Pay Summer Professional Development		\$0.00
1	2	2	Instructional Coach		\$0.00
1	2	3	Instructional Coach		\$0.00
1	2	3	Dreambox K-4		\$0.00
1	2	4	Instructional Coach		\$0.00
1	2	4	Extra Duty Pay Summer Professional Development		\$0.00
1	2	4	Substitutes - Long Range Planning		\$0.00
1	3	1	Instructional Coach		\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Instructional Coach		\$0.00
1	5	1	Instructional Coach		\$0.00
3	1	1	Substitutes - Long Range Planning and Reading Academy		\$7,250.00
3	1	1	Extra Duty Pay Summer Professional Development		\$5,000.00
4	1	1	Instructional Coach		\$0.00
5	2	1	Extra Duty Pay Summer Professional Development		\$0.00
5	2	1	Substitutes - Long Range Planning		\$0.00
5	2	1	Instructional Coach		\$0.00
Sub-Total					\$87,020.00
Budgeted Fund Source Amount					\$87,020.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Instructional Paraprofessional		\$0.00
3	1	1	Classroom Teachers		\$159,514.00
4	1	1	Instructional Paraprofessional		\$60,896.00
4	1	1	School Nurse		\$27,905.00
Sub-Total					\$248,315.00
Budgeted Fund Source Amount					\$248,315.00
+/- Difference					\$0.00
Grand Total Budgeted					\$337,585.00
Grand Total Spent					\$337,585.00
+/- Difference					\$0.00