

# Spring Branch Independent School District

## Buffalo Creek Elementary School

### 2021-2022 Campus Improvement Plan



# Mission Statement

BCE is committed to high levels of learning for Every Child, ensuring that each child is successful in reaching their potential.

## Vision

By providing a quality education, BCE strives to unlock each child's potential so they continue their educational journey and become productive citizens of their community.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population of Buffalo Creek Elementary has decreased consistently over the past five years. However, the demographics remain similar. Our student population is made up of 92% Hispanic, 3% White, 3% African American, 1.5% Asian, and .5% Other. Our average enrollment for the 2020-21 school year was 445 students.

Our class sizes were below the state student-to-teacher ratio this year; granted there was much fluctuation due to the continuous changes in learning model preferences throughout the year. The majority of our recent immigrants arrive primarily from Central America. Our population is approximately 96% economically disadvantaged and 78% LEP. Students arriving from other countries often come with academic deficits with some more than one year behind academically.

Our staff is an experienced teaching staff with many of them having been on the campus 5 years or more. The demographics of the staff reflect that of our student body.

### Demographics Strengths

One of the strengths of our population is that a good number of them stay with us throughout their elementary education. Our mobility rate was at 17% the previous school year. We believe that biliteracy and the acquisition of English as a second language is a great asset to our students. Their experiences, academically and personally, have given them exposure to other cultures, languages, and helped them to develop grit and perseverance that enhance their educational journey.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Many of our students come to us with limited academic experiences- including content knowledge and English-language acquisition. **Root Cause:** Poverty and extraneous family challenges serve as distractions to the learning and engagement of our students and their families.

**Problem Statement 2 (Prioritized):** Many of our students are 2nd language learners so they are developing their native language and English language skills simultaneously. **Root Cause:** Limited English language exposure and experiences at home.

# Student Learning

## Student Learning Summary

Buffalo Creek has remained steady on our STAAR performance over the last few years. However, BCE was identified as a school that needed Target Support because of three consecutive years of not meeting the TEA required 46% of the students performing at the meets level in reading and math. A Target Improvement plan was developed to focus on meeting the goal of 80% approaches, 46% percent meets, and 30% masters.

Due to COVID19, our students did not take the 2020 STAAR tests. While students did take the 2021 STAAR tests, schools will not receive a rating. Students made significant growth in their reading levels as measured by running records. Students also maintained and/or grew in reading, math, science performance despite the interruptions to the school experience.

<b>Reading</b>			
	Approaches	Meets	Masters
3rd	70.67%	29.33%	8%
4th	64.10%	29.49%	12.82%
5th	68.42%	22.37%	9.21%
<b>Math</b>			
	Approaches	Meets	Masters
3rd	70.67%	24%	6.67%
4th	57.69%	38.46%	23.08%
5th	68.42%	35.53%	11.84%

<b>All</b>	<b>%</b>		
	Oct	Dec	May
Below GL	64%	57%	37%
Approach. GL	20%	17%	25%
On GL	10%	18%	15%
Above GL	6%	8%	22%

## Student Learning Strengths

The students respond well to targeted instruction through small groups and tutoring. Due to the implementation of our RtI small group schedule on a daily basis, our students performing just at or below grade level began to make great improvements in all areas.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Our language arts instruction continues to be an area of focus so our goal is to continue to provide support on the Units of Study for our teachers. **Root Cause:** Our language arts instruction requires consistent implementation of the Units of Study so our students are exposed to all the components of balanced literacy.

**Problem Statement 2 (Prioritized):** Our reclassification rates remain below our goals. **Root Cause:** We need to provide our teachers with more support around English phonics pedagogy, including vocabulary development and cross-linguistic connections, and instructional strategies for English-language. development.

**Problem Statement 3 (Prioritized):** Students have significant deficits in reading fluency and comprehension. **Root Cause:** Students lack proficiency in foundational reading skills (phonics/phonemic awareness, vocabulary, high-frequency words) that lead to fluency and comprehension.

**Problem Statement 4:** The percentage of students at the meets and masters levels remain below our goals of 46% and 30% respectively. **Root Cause:** The level of rigor of instruction is skewed due to the gaps in foundational skills.

# School Processes & Programs

## School Processes & Programs Summary

The instructional leadership team includes: the Principal, the Assistant Principal, the school counselor, lead teachers, and two bilingual reading interventionists.

K -2nd grade classes are self-contained while grades 3-5 are departmentalized.

At BCE, we have a talented group of educators. We have implemented a rigorous screening and interview process which has allowed us to hire a combination of new and experienced highly-qualified educators. We also have had a Lead Mentor for the last few years that oversees the support for our new teachers as they adjust to our campus.

Our campus is assigned two Literacy Instructional Specialists for K - 2nd and for 3rd - 5th. They will continue to support our teachers with the implementation of the Units of Studies. We anticipate the addition of math support specialists as well.

Our campus will continue to implement the RtI small group, priority standards-focused interventions, and acceleration during our T24 block and SPIRAL program. The interventionists support students alongside their grade-level teachers.

The master schedule has been developed to provide push-in literacy support by all non-classroom based personnel along with protected time for grade-level teams to meet as professional learning communities.

## School Processes & Programs Strengths

The reading interventionists are assigned to work with three grade levels each to provide the support needed by teachers and students. By adding the reading interventionists, our goal is to provide our teachers support with instructional practices, coaching, and direct student interventions.

We have also been provided with two Literacy Coaches to continue to support our district's adoption of the Units of Study. They will provide teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing.

Our new teachers new to education are assigned a Mentor and our new to campus teachers are assigned a buddy teacher to assist and support. The lead mentor oversees their relationship and support while serving as a liaison with the administration.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Instructional strategies used in our classrooms need to have a deeper impact on our students so that they show progress on MAP and STAAR. **Root Cause:** Teachers will benefit from support to strengthen their instructional strategies and deepen their understanding of the TEKS.

**Problem Statement 2 (Prioritized):** Our teachers need support with instruction, student interventions, and the implementation of the Units of Study. **Root Cause:** The implementation of the Response to Intervention small groups and Units of Study need to be done with 100% fidelity by all teachers.

**Problem Statement 3:** The percentage of students performing at the meets and masters levels continues to lag behind our goals. **Root Cause:** Instruction and experiences do not consistently meet the rigor of the meets/masters level.

# Perceptions

## Perceptions Summary

At BCE, our culture is one of taking an active role in caring for our students in all ways. Our teachers and staff are committed to giving our students and their families their best. They build strong relationships with students and parents alike. This was especially true last year during the challenges of the pandemic. While difficult, particularly with expediting our transition to virtual learning while simultaneously building the technology skills of an entire community, students, staff, and parents all report feeling supported as they navigated the complexities of the school year.

Our 3rd - 5th grade students participated in the Panorama survey, which showed that we outperformed the district average in all categories despite the challenges of COVID-19. The spring 2020-21 results showed the following:

- School belonging: 83%
- School climate: 90%
- School Engagement: 75%
- School rigor expectations: 92%
- School safety: 82%
- School teacher-student relationships: 92%

We encourage and promote our 3 BE's (Be safe, respectful, and responsible) daily through morning announcements, signage, and schoolwide activities.

## Perceptions Strengths

A BCE strength is the teachers' awareness of the academic and socio-emotional needs of our students. Our teachers are quick to identify issues that students face and have good communication with the families. If needed, they promptly involve the administrators, CIS, and counselor to provide further assistance. Our CIS Project Manager makes frequent home visits when needed for some families.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Some of our students do not feel a strong connection to the school. **Root Cause:** Some students do not feel connected to the school because of their academic struggles while others have expressed being out numbered by the larger population of students, which are 2nd language speakers.

**Problem Statement 2:** An intentional effort to reacquaint (and introduce) our families to new staff members, new processes, and procedures, and goal for student achievement will be necessary as we welcome families back to school. **Root Cause:** Many parents have been physically and socially disconnected from the school both during and pre-COVID.



# Priority Problem Statements

**Problem Statement 2:** Many of our students are 2nd language learners so they are developing their native language and English language skills simultaneously.

**Root Cause 2:** Limited English language exposure and experiences at home.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Students have significant deficits in reading fluency and comprehension.

**Root Cause 4:** Students lack proficiency in foundational reading skills (phonics/phonemic awareness, vocabulary, high-frequency words) that lead to fluency and comprehension.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Our language arts instruction continues to be an area of focus so our goal is to continue to provide support on the Units of Study for our teachers.

**Root Cause 5:** Our language arts instruction requires consistent implementation of the Units of Study so our students are exposed to all the components of balanced literacy.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 7:** Many of our students come to us with limited academic experiences- including content knowledge and English-language acquisition.

**Root Cause 7:** Poverty and extraneous family challenges serve as distractions to the learning and engagement of our students and their families.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Our reclassification rates remain below our goals.

**Root Cause 8:** We need to provide our teachers with more support around English phonics pedagogy, including vocabulary development and cross-linguistic connections, and instructional strategies for English-language development.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Instructional strategies used in our classrooms need to have a deeper impact on our students so that they show progress on MAP and STAAR.

**Root Cause 9:** Teachers will benefit from support to strengthen their instructional strategies and deepen their understanding of the TEKS.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Our teachers need support with instruction, student interventions, and the implementation of the Units of Study.

**Root Cause 10:** The implementation of the Response to Intervention small groups and Units of Study need to be done with 100% fidelity by all teachers.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Some of our students do not feel a strong connection to the school.

**Root Cause 11:** Some students do not feel connected to the school because of their academic struggles while others have expressed being out numbered by the larger population

of students, which are 2nd language speakers.

**Problem Statement 11 Areas:** Perceptions

# 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Buffalo Creek Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 - 10 points at each performance level (approaches, meets, masters).

2020-21: Reading: 68% (approaches), 27% (meets), 10% (masters); Math: 66% (approaches), 33% (meets), 14% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 68% (approaches), 32% (meets), 11% (masters); Math: 76% (approaches), 38% (meets), 19% (masters)

2017-18: Reading: 66% (approaches), 35% (meets), 16% (masters); Math: 77% (approaches), 45% (meets), 16% (masters)

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In bi-weekly PLC's, grade level teams, with the support of district specialists and administrators, will identify priority TEKS and engage in cycles of data driven instruction (developing standards-aligned common assessments and lesson plans, data analysis, reflection, and re-teaching).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers' in-depth conversations about data lead to reteaching, regrouping, and retesting. The end result will be improved academic achievement by students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> PLC texts and resources - 211 - Title I, Part A - 211.23.6329.000.126.30.0.000.FBG22 - \$100, PLC texts and resources - 211 - Title I, Part A - 211.13.6329.000.126.30.0.000.FBG22 - \$500</p>	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will meet bi-weekly as a PLC to analyze instructional data, monitor student progress, plan common assessments, review student work, plan for initial instruction and reteaching, and work through problems of practice.</p> <p><b>Strategy's Expected Result/Impact:</b> 5-7% Increase in student performance on Campus checkpoint assessments each cycle 5-7% increase in students at meets and masters in reading and math respectively by Spring administration on PSTAAR 10% reduction in the percentage of students reading two or more reading levels below grade level compared to the 20-21 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ILT Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All core and special education teachers will utilize the Teacher's College ELA curriculum and district Math programs to ensure that lessons provide opportunities for all students to master grade level appropriate literacy and numeracy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic performance of students and increase percentage of students performing at the meets level of STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ILT Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Guided Reading Books - 211 - Title I, Part A - 211.11.6329.000.126.30.0.000.FBG22 - \$3,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will engage in professional learning and support around unpacking the TEKS and designing "meets" level instructional experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students meeting standards on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Admin 3-5 Teachers Interventionists Literacy and Math instructional specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development/Consulting - 211 - Title I, Part A - \$10,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

**Goal 1: STUDENT ACHIEVEMENT.** Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2022, Buffalo Creek Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 25 percentage points or  $\geq$  85%.

Baseline:

2020-21: Kindergarten 48% On Grade Level or Above Grade Level; 1st Grade: 32% On Grade Level or Above Grade Level; 2nd Grade: 62 % On Grade Level or Above Grade Level

Target:

2021-22: Kindergarten 85% On Grade Level or Above Grade Level; 1st Grade: 73% On Grade Level or Above Grade Level; 2nd Grade: 57 % On Grade Level or Above Grade Level

**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-3 teachers and administrators will participate in the HB3 Reading Academy by completing modules, attending professional development, and planning instruction to support foundational reading skill development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in K-3 reading levels; increase in the percentage of students reading at or above grade level</p> <p><b>Staff Responsible for Monitoring:</b> K-3 teachers Administration Interventionists LIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials for PD - 211 - Title I, Part A - \$500</p>	Formative		
	Oct	Jan	Apr



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will support phonological and phonemic awareness and phonics development through explicit direct instruction, small groups, learning centers, and individual instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in K-3 reading levels; increase in the percentage of students reading at or above grade level</p> <p><b>Staff Responsible for Monitoring:</b> K-3 teachers Administration Interventionists LIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 211 - Title I, Part A - \$3,000</p>	Formative		
	Oct	Jan	Apr

**Goal 1: STUDENT ACHIEVEMENT.** Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: GAP-CLOSING:** By June 2022, Buffalo Creek Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5-7 percentage points for English Learners.

2020-21: English Learners 25%; non-English Learners 35%

2019-20: Not Rated due to COVID

2018-19: English Learners 20%; non-English Learners 27%

2017-18: English Learners 15%; non-English Learners 37%

**Evaluation Data Sources:** State Accountability Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BCE will address the foundational reading skills (phonics, high frequency word recognition, fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to monitor and adjust instruction. Supplies and materials needed by our Sp Ed teachers in their work with our students will be purchased using General Funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Ed students' academic performance will improve as measured by CAs, PSAs, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Special Education Teachers Interventionists Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Special Ed Funds from General Budget - 199 PIC 23 - Special Education - 199.11.6399.000.126.23.0.126 - \$670</p>	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction, problem solving, math facts, and the use of manipulatives in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to make monitor and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR MAP Common Formative Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Special Education Teachers Interventionists Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 199 PIC 23 - Special Education - \$670</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All BCE teachers will participate in professional learning focused on ELPS and effective ESL/dual language instructional strategies throughout the year to assist teachers in providing instruction that strengthens both languages.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth demonstrated on: TELPAS STAAR Running Records MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Through the use of the TELPAS rubrics, teachers will be able to monitor progress of students English language acquisition throughout the school year. Teachers will work with students on setting goals in this area so they can monitor and celebrate their progress</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS STAAR MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> BCE will address the needs of students reading below grade level in grades K- 5 by supporting teachers and students with the assistance of two reading interventionists who will provide tiered intervention to struggling students as part of the RtI process. BCE will pay 100% of the salary of one of the interventionists from Title I funds. BCE will also pay 75% of the salary of another of the interventionists from Title I funds. The remaining 25% of that salary will be paid from trading a LEP assistant unit. We will also provide additional student support by paying 100% of the salary for a teacher assistant that will be a half time LEP assistant and a half time teacher assistant to work with students on math and reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on: MAP STAAR PSA/PSTAAR Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Administration Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Title I Funds for Salaries (Two Interventionists and Teacher Assistant) - 211 - Title I, Part A - 211.11.6119.000.126.30.0.000.FBF22 - \$184,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> BCE will commit to supporting the continuous learning and development of our teachers and staff by:</p> <ul style="list-style-type: none"> <li>-Providing teachers with planning days throughout the school year to plan for curriculum, instruction, and assessment. Title I funds will be used to cover the cost of substitutes for these planning days.</li> <li>-Covering the cost of substitutes so that teachers can attend professional development opportunities throughout the school year that will impact student academic performance.</li> <li>-Researching further training and support for our teachers in the academic areas through Teachers College Units of Study and Region 4.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Teachers will delve deeply into the upcoming TC units so that students' reading and writing skills improve performance on Running Records, CAs, PSAs, and STAAR. Improvement on Teacher Surveys, Student Performance on Running Records, Campus and district assessments, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Subs for Planning Days and Professional Development - 199 PIC 11 - Instructional Services - \$3,000</p>	Formative		
	Oct	Jan	Apr

**Goal 1: STUDENT ACHIEVEMENT.** Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH:** By June 2022, Buffalo Creek Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 6 points, Math (K-5) increase by 5 points.

2020-21: Reading - 44% met CGI; Math - 55% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 44% met CGI; Math - 49 % met CGI

2017-18: Reading - 40% met CGI; Math - 53 % met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> After School Program - The Boys and Girls Club of Houston program will have up to 120 students participate in the program where they will receive tutorials from Sylvan Learning tutors, homework assistance, and attend enrichment classes. BCE will provide student transportation during the school year and summer program.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Survey Teacher Survey Parent Survey Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Boys and Girls Club Director and Staff Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> After School Transportation - 199 PIC 11 - Instructional Services - \$5,000</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During the protected T24 (RtI) block, BCE teachers and interventionists will provide data-driven Tier II and Tier III instruction to students according to their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance levels on: Report Cards STAAR MAP Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students and teachers will track student progress towards meeting academic growth and SEL goals by 1) measuring progress towards projected RIT scores at fall, winter, and spring MAP administrations and behavior goals at specified intervals. Student-Teacher conferences will be held to discuss goal-setting and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet projected growth targets and improve the following:  Report Card grades  STAAR  MAP</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Interventionists  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 3:  Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will receive professional development and access to instructional technology programs and tools to support core instruction at school and at home; this includes but is not limited to Edusmart, Dreambox, ST Math, RAZ Kids, Achieve3000 for reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Tech Survey  Lesson Plans will include tech use for blended learning.  Increase in personalized learning.  Science performance will increase due to use of Stemsscopes and Edusmart.</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Software - 211 - Title I, Part A - 211.11.6397.000.126.30.0.000.FBG21</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Using Title I and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include tangible and digital resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Impact student academic performance on CAs, PSAs, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Misc. Supplies and Expenses - 199 PIC 99 - Undistributed - 199.13.6499.000.126.99.0.126 - \$1,000, Supplies and materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$5,000, Bilingual/ESL Funds from General Budget - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.126.25.0.126 - \$5,740</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Literacy instruction will be supported through a robust collection of books and resources available in the school library. New books and resources will be purchased for the library based on selection criteria: Reflect the needs of the school and the community; Meet high standards of quality in factual content, presentation, artistic and technical quality; Be age-appropriate for the grade and interest level at which they are used; Have aesthetic, literary, or social value.</p> <p><b>Strategy's Expected Result/Impact:</b> Interest in reading topics will increase student reading performance and enjoyment.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Books for library - 199 PIC 11 - Instructional Services - \$5,000</p>	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Title I funds will pay for after-school tutorials. Tutorials take place to help provide additional intervention for students that previously did not pass STAAR as well other students performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on campus and district assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Supplemental Pay - 199 PIC 30 - At Risk School Wide SCE - \$5,000, After School Tutorials Transportation - 199 PIC 30 - At Risk School Wide SCE - \$2,800</p>	Formative		
	Oct	Jan	Apr



**Goal 1: STUDENT ACHIEVEMENT.** Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION:** By June 2022, the reclassification rates of elementary grade English Learners in 4th year or more in the U.S. will increase by 10 percentage points or  $\geq 90\%$ .

2020-21: TBD% of EL students in 4th year or more in the U.S. were reclassified

**Evaluation Data Sources:** TELPAS Composite Rating

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize the ELPS and TELPAS rubrics to design instruction that support English language development, specifically opportunities to promote listening, speaking, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reclassification rates; increases in domain performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will incorporate activities, tasks, and experiences that support English language development throughout the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reclassification rates; increases in domain performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

**Goal 2: STUDENT SUPPORT.** Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022, the % of Buffalo Creek Elementary School students who feel connected as both individuals and learners will increase by at least 5-7 points.

2020-21: School safety - 82%; School belonging -83%

2019-20: Not Rated due to COVID

2018-19: School Safety - 91%; School Belonging - 86%

2017-18: School safety - 66%; School belonging -74%

**Evaluation Data Sources:** Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers and staff will build and sustain a sense of community within each classroom and across the campus that promotes inclusion and diversity by engaging in ongoing professional learning , implementing community circles, collaboratively developed behavior expectations, SEL curricula, and other district recommended activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> To increase community and sense of belonging, community circles will be implemented in K - 5th classrooms, STAR Students of the week will be recognized each week, and the Bison Store will acknowledge students for embodying our 3 Be's monthly. Our counselor and the climate committee will provide ongoing professional development and support for our teachers on implementing community circles and other SEL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama Survey Student Survey</p> <p><b>Staff Responsible for Monitoring:</b> Climate Committee Counselor Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies &amp; Materials - 199 PIC 99 - Undistributed - \$1,350</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Reinforce high expectations for student achievement by providing access to rigorous experiences, field trips, resources, and materials that promote the district T-2-4 goal, including College Week. Instructional materials and supplies aligned to these activities will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curricula.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Climate Committee Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Transportation for Field Trips - 211 - Title I, Part A - 211.11.6412.000.126.30.0.000.FBG21 - \$1,365, Transportation for Field Trips - 199 PIC 11 - Instructional Services - 199.11.6494.000.126.11.0.126 - \$3,575</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BCE will continue to build and strengthen the home-school connection by establishing consistent school-wide modes of communication, in-person/virtual activities, and providing resources, events, and materials to support parent education.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Survey Parent Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> CIS Project Manager Counselor Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> At-home Literacy &amp; Math Kits/Training - 211 - Title I, Part A - \$1,100, Resources &amp; Supplies - 211 - Title I, Part A - \$945</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Various instructional materials and supplies will be provided as necessary to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement in face to face and virtual settings.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP            PSA            STAAR            TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Teachers            Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies and Materials from Title I Funds - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG21, Supplies and Materials from General Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126</p>	Formative		
	Oct	Jan	Apr

**Goal 2: STUDENT SUPPORT.** Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> To help increase our students' school connectedness and school safety awareness, the guidance counselor, with support from administration, will provide teachers and staff with Community Circle topics that promote and increase connectedness, facilitate guidance lessons on anti-bullying, and will work with 3-5th grade students on Respecters Committee to promote the 3 Be's (Be Safe, Be Respectful, Be Responsible) throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Panorama feedback</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration Teachers Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BCE administrators and counselor will plan experiences and lessons throughout the year that support mental, physical, and emotional health and wellness upon post-COVID reentry (whether face to face or virtually) for students and staff. This includes professional development to support campus-wide character development and social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Mitigate potential COVID related social-emotional trauma</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration, Teachers, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> To help minimize bullying incidents, BCE will continue to implement Positive Behavior Interventions and Support (The 3 Be's) to help establish and reinforce school-wide behavioral expectations in common areas, the virtual learning environment, and interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student interactions will be positive throughout the building. Students will be able to identify their actions as safe, respectful, and responsible.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor, CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BCE teachers and counselor will provide lessons in classrooms that promote anti-bullying strategies. To the extent possible, school assemblies on anti-bullying will take place with possible performances from the Texans Toro Anti-Bullying Prevention Program along with other school activities and virtual events if necessary. The counselor will purchase relevant materials or use funds to schedule performances.</p> <p><b>Strategy's Expected Result/Impact:</b> Student interactions will be positive and supportive.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Funds for counselor to purchase materials - 199 PIC 99 - Undistributed - 199.31.6399.000.126.99.0.126 - \$500</p>	Formative		
	Oct	Jan	Apr

**Goal 2: STUDENT SUPPORT.** Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 3:** BCE will implement relevant components of school-wide behavior systems such as PBIS and CHAMPS to teach and reinforce expected school-wide behaviors both in-person and in distance learning settings.

**Evaluation Data Sources:** Behavior incidents

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Schoolwide incentives will be used to acknowledge student SEL and academic achievements while encouraging the continued development of positive behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstration of the 3 Be's will increase. Student behavior referrals and incidents will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Administration ILT Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> PBIS/SEL Incentives, Supplies, and Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126</p>	Formative		
	Oct	Jan	Apr

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The nurse will purchase necessary supplies for the school clinic, provide educational resources about health and wellness to students and families, and will host a Health Fair in the spring semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Basic health needs will be attended to. Students and families will be educated about health and wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.126.99.0.126 - \$500</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>



**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

**Goal 4: FISCAL RESPONSIBILITY.** Buffalo Creek Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and effectively manage finances to support school operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. Allocations and expenditures support school priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BCE will cover the cost of substitutes, using general funds allocated to the school, for support staff on the days that they are absent.</p> <p><b>Strategy's Expected Result/Impact:</b> AESOP</p> <p><b>Staff Responsible for Monitoring:</b> Admin Assistant, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Subs for Support Staff in General Ed positions - 199 PIC 11 - Instructional Services - 199.11.6122.000.126.11.0.126, Substitutes Support Staff - 199 PIC 99 - Undistributed - 199.23.6122.000.126.99.0.126, Subs for Support Staff in Special Ed positions - 199 PIC 23 - Special Education - 199.11.6122.000.126.23.0.126, Overtime Support Staff - 199 PIC 23 - Special Education - 199.11.6121.000.126.23.0.126</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Meals and snacks will be provided during campus professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty/Professional Development Day Sign In Sheet, Agenda</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Admin Assistant</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Snacks and Foods for Campus PD Days - 199 PIC 99 - Undistributed - \$3,660</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BCE will cover the cost of miscellaneous office needs such as printing materials using out of district print services, office supplies and equipment.</p> <p><b>Strategy's Expected Result/Impact:</b> Printed materials</p> <p><b>Staff Responsible for Monitoring:</b> Admin Assistant, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> General Funds for Printed Materials - 199 PIC 11 - Instructional Services - 199.11.6299.000.126.11.0.126 - \$2,000, Office Copier Repairs - 199 PIC 99 - Undistributed - 199.52.6399.000.126.99.0.126 - \$150, Office Supplies - 199 PIC 99 - Undistributed - 199.23.6399.000.126.99.0.126 - \$1,500</p>	Formative		
	Oct	Jan	Apr

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Villarreal	Reading Interventionist	Title I	
Mirith Ballestas	Reading Interventionist	Title I	

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Subs for Planning Days and Professional Development		\$3,000.00
1	4	1	After School Transportation		\$5,000.00
1	4	5	Supplies and materials	199.11.6399.000.126.11.0.126	\$5,000.00
1	4	6	Books for library		\$5,000.00
2	1	3	Transportation for Field Trips	199.11.6494.000.126.11.0.126	\$3,575.00
2	1	5	Supplies and Materials from General Budget	199.11.6399.000.126.11.0.126	\$0.00
2	3	1	PBIS/SEL Incentives, Supplies, and Materials	199.11.6399.000.126.11.0.126	\$0.00
4	1	2	Subs for Support Staff in General Ed positions	199.11.6122.000.126.11.0.126	\$0.00
4	1	4	General Funds for Printed Materials	199.11.6299.000.126.11.0.126	\$2,000.00
<b>Sub-Total</b>					\$23,575.00
<b>Budgeted Fund Source Amount</b>					\$23,575.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Special Ed Funds from General Budget	199.11.6399.000.126.23.0.126	\$670.00
1	3	2	Supplies & Materials		\$670.00
4	1	2	Subs for Support Staff in Special Ed positions	199.11.6122.000.126.23.0.126	\$0.00
4	1	2	Overtime Support Staff	199.11.6121.000.126.23.0.126	\$0.00
<b>Sub-Total</b>					\$1,340.00
<b>Budgeted Fund Source Amount</b>					\$1,340.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Bilingual/ESL Funds from General Budget	199.11.6399.000.126.25.0.126	\$5,740.00
<b>Sub-Total</b>					\$5,740.00
<b>Budgeted Fund Source Amount</b>					\$5,740.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7	Supplemental Pay		\$5,000.00
1	4	7	After School Tutorials Transportation		\$2,800.00
<b>Sub-Total</b>					\$7,800.00
<b>Budgeted Fund Source Amount</b>					\$7,800.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Misc. Supplies and Expenses	199.13.6499.000.126.99.0.126	\$1,000.00
2	1	2	Supplies & Materials		\$1,350.00
2	2	4	Funds for counselor to purchase materials	199.31.6399.000.126.99.0.126	\$500.00
3	1	3	Clinic supplies	199.33.6399.000.126.99.0.126	\$500.00
4	1	2	Substitutes Support Staff	199.23.6122.000.126.99.0.126	\$0.00
4	1	3	Snacks and Foods for Campus PD Days		\$3,660.00
4	1	4	Office Copier Repairs	199.52.6399.000.126.99.0.126	\$150.00
4	1	4	Office Supplies	199.23.6399.000.126.99.0.126	\$1,500.00
<b>Sub-Total</b>					\$8,660.00
<b>Budgeted Fund Source Amount</b>					\$8,660.00
<b>+/- Difference</b>					\$0.00

**211 - Title I, Part A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	PLC texts and resources	211.23.6329.000.126.30.0.000.FBG22	\$100.00
1	1	1	PLC texts and resources	211.13.6329.000.126.30.0.000.FBG22	\$500.00
1	1	3	Guided Reading Books	211.11.6329.000.126.30.0.000.FBG22	\$3,000.00
1	1	4	Professional Development/Consulting		\$10,000.00
1	2	1	Materials for PD		\$500.00
1	2	2	Supplies & Materials		\$3,000.00
1	3	5	Title I Funds for Salaries (Two Interventionists and Teacher Assistant)	211.11.6119.000.126.30.0.000.FBF22	\$184,000.00
1	4	4	Software	211.11.6397.000.126.30.0.000.FBG21	\$0.00
2	1	3	Transportation for Field Trips	211.11.6412.000.126.30.0.000.FBG21	\$1,365.00
2	1	4	At-home Literacy & Math Kits/Training		\$1,100.00
2	1	4	Resources & Supplies		\$945.00
2	1	5	Supplies and Materials from Title I Funds	211.11.6399.000.126.30.0.000.FBG21	\$0.00
<b>Sub-Total</b>					\$204,510.00
<b>Budgeted Fund Source Amount</b>					\$204,510.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$251,625.00

# Addendums