Spring Branch Independent School District

Buffalo Creek Elementary School

2022-2023 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.

Table of Contents

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 2021-22 school year was 450 students.

Our class sizes fluctuate and tend to increase over the course of the school 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 interrupted schooling and significant academic needs 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 majority of our students remain 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

Academic performance at Buffalo Creek has steadily improved since 2020, even despite the impact of the COVID-19 pandemic. Buffalo Creek receievd a letter grade of B from the Texas Education Agency for 2021-22 academic performance, a distinction in closing academic gaps, and is no longer identified for targeted improvement.

Reading

	Approaches	Meets	Masters
3rd	74%	44%	15%
4th	68%	39%	14%
5th	73%	56%	23%
Total	72%	46%	17%

Math

	Approaches	Meets	Masters
3rd	67%	42%	16%
4th	70%	36%	18%
5th	84%	45%	21%
Total	73%	41%	18%

Science

	Approaches	Meets	Masters
3rd			
4th			
5th	55%	30%	13%
Total	55%	30%	13%

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, multi-classroom leaders and bilingual reading interventionist.

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 and MCL's are assigned to work with specific grade levels each to provide the support needed by teachers and students. By adding the instructional support personnel, 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 2021-22 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 due to the impact of the pandemic and variance in learning models.

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 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 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 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 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 due to the impact of the pandemic and variance in learning models.

Problem Statement 11 Areas: Perceptions

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 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 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 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

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

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
- 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
- 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
- Enrollment trends

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
- Equity 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2023, Buffalo Creek Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 points at each performance level (approaches, meets, masters).

2021-22: Reading: 73% (approaches), 47% (meets), 17% (masters); Math: 75% (approaches), 41% (meets), 18% (masters)
2020-21: Reading: 70% (approaches), 30% (meets), 10% (masters); Math: 67% (approaches), 35% (meets), 14% (masters)

High Priority

Evaluation Data Sources: State Accountability Report Domain 1 (available in mid-August)

Strategy 1 Details	Reviews			
Strategy 1: BCE will support the continued academic growth of our students by providing resources, supports, and materials through the following actions:	Formative			Summative
	Oct	Jan	Apr	June

Strategy 1: BCE will support the continued academic growth of our students by providing resources, supports, and materials through the following actions:

-Planning and analysis through weekly PLC's, grade level team collaboration, extra planning, and ongoing professional learning with the support of district specialists and administrators.

-Address the foundational reading skills (phonemic awareness, phonics, high frequency word recognition, fluency, comprehension) of all students.

-Supporting the growth of our special education and at-risk students through materials and supplies that support their development in reading math, and science.

-Utilizing 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.

-Addressing the needs of students reading below grade level in grades K- 5 by supporting teachers and students through support from an interventionist, teaching assistant, two multi-classroom leaders.

Strategy's Expected Result/Impact: The end result will be improved academic achievement by students as measured by STAAR.

Staff Responsible for Monitoring: Administration
Teachers
ILT
MCLs
Interventionist

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Funding Sources: Salaries - 211 - Title I, Part A - $165,720, Other Reading Materials - 211 - Title I, Part A - $1,500, Special Education Supplies & Materials - 199 PIC 23 - Special Education - $1,340, At-risk Supplies & Materials - 199 PIC 30 - At Risk School Wide SCE - $8,090, Instructional resources, supports, and materials - 199 PIC 11 - Instructional Services - $11,356

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

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

Performance Objective 2: EARLY LITERACY: By June 2023, 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 5 percentage points or ≥ to 85%.

2021-22: Kindergarten 50% On/Above Grade Level; 1st Grade: 44% On/Above Grade Level; 2nd Grade: 53% On/Above Grade Level
2020-21: Kindergarten 48% On/Above Grade Level; 1st Grade: 32% On/Above Grade Level; 2nd Grade: 62% On/Above Grade Level

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

Strategy 1 Details	Reviews			
Strategy 1: BCE will support the continued literacy development of our K-2 students by providing resources, supports, and materials through the following actions:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

-New K-3 teachers, special education, interventionists, MCL's, and administrators will participate in the HB3 Reading Academy by completing modules, attending professional development, and planning instruction to support foundational reading skill development.
 	
-Address the foundational reading skills (phonemic awareness, phonics, high frequency word recognition, fluency, comprehension) of all students through explicit direct instruction, intervention, and supplemental resources and materials.
    Strategy's Expected Result/Impact: Increase in K-3 reading levels; increase in the percentage of students reading at or above grade level
    Staff Responsible for Monitoring: K-3 teachers
Administration
Interventionist
LIS
MCLs
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: Materials for PD - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG22 - $500, Classroom materials to support K-2 foundation skill development - 199 PIC 99 - Undistributed - $6,000				

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

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

Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES): By June 2023, Buffalo Creek Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or ≥ to 85%.

2021-22: Reading - 41% met CGI; Math - 45% met CGI (Baseline Year)

Evaluation Data Sources: BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
Strategy 1: BCE will support the continued academic growth of our K-2 students by providing resources, supports, and materials through the following actions:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

-Our After School Program strategy includes teacher facilitated (para assisted) tutoring in the fall and spring semesters as well as tutoring, homework assistance, and enrichment via the BGCGH program.
 	
-Tutorials will take place to help provide additional intervention for students that are performing below grade level.
 	
- 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.
 	
- 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.
 	
-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 digital subscriptions and tangible materials that support reading and math.
 	
-Instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curricula and interventions to improve and support student achievement and English Language acquisition. These supplies will include tangible and digital resources.
 	
    Strategy's Expected Result/Impact: Student Survey
    Teacher Survey
    Parent Survey
    Report Cards
    Improved student outcomes
    Staff Responsible for Monitoring: Administrators
    Teachers
    Interventionist
    MCLs				

Boys and Girls Club Director and Staff

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: After School Transportation - 211 - Title I, Part A - 211.11.6494.000.126.30.0.000.FGB22 - $2,500, After School Transportation - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6494.000.126.30.0.126.ARP21 - $3,500, Tutoring (Teachers) - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6116.000.126.30.0.126.ARP21 - $12,730, Tutoring Support (Para) - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6121.000.126.30.0.126.ARP21 - $4,000, Employee Benefits - 282 ARP21 (ESSER III Campus Allocations) - 6141, 6143, 6146 - $4,200, Extra Duty Professional - 211 - Title I, Part A - 211 11 6116 000 126 30 0 000 FBG23 - $12,600, Overtime- Paraprofessional - 211 - Title I, Part A - 211 11 6121 000 126 30 0 000 FBG23 - $5,000, After school transportation - 211 - Title I, Part A - 211 11 6494 000 126 30 0 000 - $8,000, Supplies & Materials - 211 - Title I, Part A - 211 11 6399 000 126 30 0 000 - $5,000, Software - 211 - Title I, Part A - 211 11 6397 000 126 30 0 000 FBG23 - $3,588, Substitutes for PD - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6112.000.126.30.0.126.ARP21 - $5,010, Supply/Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399.000.126.30.0.126.ARP21 - $6,739

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: 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.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Interest in reading topics will increase student reading performance and enjoyment. **Staff Responsible for Monitoring:** Librarian, Teachers, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Books for library - 199 PIC 11 - Instructional Services - 199.12.6329.000.126.99.0.126 - $5,000, Books for Library - 282 ARP21 (ESSER III Campus Allocations) - $25,000, Books for Library - 211 - Title I, Part A - 211 12 6329 000 126 30 0 000 FBG23 - $5,000				

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

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

Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES): By June 2023, Buffalo Creek Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MOY MAP and by 5% points year over year on STAAR Progress.

2021-22: Reading - 61% met CGI; Math - 63% met CGI; 76% of STAAR Progress (Baseline Year)

    Evaluation Data Sources: BOY to MOY MAP Reports Grades 3-5
    Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
Strategy 1: BCE will support the continued academic growth of our 3-5 students by providing resources, supports, and materials through the following actions:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

-Our After School Program strategy includes teacher facilitated (para assisted) tutoring in the fall and spring semesters as well as tutoring, homework assistance, and enrichment via the BGCGH program.

-Tutorials will take place to help provide additional intervention for students that previously did not pass STAAR (HB4545) as well other students performing below grade level.

- 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.

- 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.

-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 digital subscriptions and tangible materials that support reading and math.

-Instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curricula and interventions to improve and support student achievement and English Language acquisition. These supplies will include tangible and digital resources.

Strategy's Expected Result/Impact: Students will meet and/or exceed expected growth targets.
Staff Responsible for Monitoring: Admin
ILT
Teachers
Interventionist
MCLs
Boys and Girls Club Staff

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Funding Sources: Resources and Materials for Intervention Block - 199 PIC 99 - Undistributed - $5,079, After School Tutorials - 211 - Title I, Part A - $10,447, Boys & Girls Club Transportation - 282 ARP21 (ESSER III Campus Allocations) - $21,455, Software - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6397.000.126.30.0.126.APR21 - $3,943, Supplies/Materials - 282 ARP21 (ESSER III Campus Allocations) - 282.11.6399.000.126.30.0.126.ARP21 - $15,421

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

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

Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or ≥ to 80%.

2021-22: TELPAS Progress Rate 56% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
Strategy 1: BCE will support the continued literacy development of our K-2 students by providing resources, supports, and materials through the following actions:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
-Teachers will utilize resources including but not limited to, ELPS and TELPAS rubrics, to design instruction and assessments that support English language development. -Teachers will incorporate activities, tasks, and experiences that support English language development throughout the content areas; specifically opportunities to promote listening, speaking, reading, and writing. -Teachers and staff will receive ongoing professional development in English Language Development (ELD) strategies. -Instructional materials specifically designed to meet the needs of Emergent Bilingual students will be purchased for grades K-5 **Strategy's Expected Result/Impact:** Increase in reclassification rates; increases in domain performance **Staff Responsible for Monitoring:** Teachers Administration Interventionists **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Supplies and Materials - 199 PIC 25 - ESL/Bilingual - $6,210, Professional Development Contract - 211 - Title I, Part A - 211 11 6299 000 126 30 0 000 FBG23 - $12,000				
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Goal 2: STUDENT SUPPORT. Buffalo Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: INTERVENTIONS: By June 2023, Buffalo Creek Elementary School will implement TIER II interventions with students identified as needing additional supports in reading and/or math.

    Evaluation Data Sources: PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP

Strategy 1 Details	Reviews			
Strategy 1: Buffalo Creek will support Tier II and III interventions through:	**Formative**			**Summative**
-Ongoing review and analysis of relevant student data	**Oct**	**Jan**	**Apr**	**June**

-Individual and small group support during classroom instruction, the dedicated T24 block and after school tutorials.
 	
-Curricular resources and materials to support interventions.
    Strategy's Expected Result/Impact: Students receiving tier II supports will meet expected growth/performance targets.
    Staff Responsible for Monitoring: Admin
Teachers
Interventionist
MCLs
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Funding Sources: Curricular resources and materials to support interventions. - 211 - Title I, Part A - $5,000				

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

Goal 2: STUDENT SUPPORT. Buffalo Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2023, Buffalo Creek Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

    Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details	Reviews			
Strategy 1: Buffalo Creek will support the T24 graduate characteristics by:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
-Utilizing the calendar to highlight characteristics and recognize students and staff demonstrations				
-Use schoolwide T24 Tuesday to promote college, career, and military through discussions, projects, and research.				
-Make a concerted effort to align schoolwide activities and events to our T24 goals				

-Ensure that parents and community members are informed and included in our efforts to promote T24 readiness.
    Strategy's Expected Result/Impact: All students will exhibit elementary T24 characteristics upon leaving 5th grade.
    Staff Responsible for Monitoring: All staff members
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - ESF Levers:
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
    Funding Sources: Materials and supplies that support our focus on T24 - 199 PIC 11 - Instructional Services - $5,000				

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

Goal 3: SAFE SCHOOLS. Buffalo Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
Strategy 1: Buffalo Creek will create a safe and supportive climate and culture for students and staff through the following actions:	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
The school counselor will regularly provide resources and materials that support wellness, community circles, anti-bullying, the 3 Be's. Students and staff members will be recognized weekly through the star of the week, birthday announcements, email recognition, and other methods TBD. The school will partner with parents and the PTA to facilitate school events that promote good academic, behavior, attendance and school culture. School committees will create and regularly assess school processes and procedures to ensure alignment and effectiveness. The school will regularly engage with parents to obtain feedback, share information, and provide opportunities for engagement and collaboration. **Strategy's Expected Result/Impact:** There will be alignment between the academic, behavioral, and safety expectations and procedures that support the learning environment. **Staff Responsible for Monitoring:** All Staff Members **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Other Reading Parents - 211 - Title I, Part A - 211 61 6329 000 126 30 0 000 FBG23 - $2,045, Supplies & Materials Parents - 211 - Title I, Part A - 211 61 6399 000 126 30 0 000 FBG23 - $700, Misc Operating Expenses - 211 - Title I, Part A - 211.61.6499.000.126.30.0.000.FBG23 - $400				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Goal 3: SAFE SCHOOLS. Buffalo Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

    Evaluation Data Sources: Campus Safety Committee

Strategy 1 Details	Reviews			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 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.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.
    Staff Responsible for Monitoring: Administrators
Safety Committee
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Basic health needs will be attended to. Students and families will be educated about health and wellness.
    Staff Responsible for Monitoring: Nurse
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Funding Sources: Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.126.99.0.126 - $500				

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

Goal 3: SAFE SCHOOLS. Buffalo Creek Elementary School will ensure a safe and orderly environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain 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	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. **Staff Responsible for Monitoring:** Administrators Safety Committee **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

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

Goal 4: FISCAL RESPONSIBILITY. Buffalo Creek Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and effectively manage finances to support school operations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Funds will also be allocated for the following expenses:
 	
-The cost of miscellaneous office needs such as printing materials using out of district print services, office supplies and equipment.
 	
-Meals and snacks will be provided during campus professional development days.
 	
-Cover the cost of substitutes for planning, extra help, and absences.
 	
-Parent meetings and necessary materials and snacks.
    Strategy's Expected Result/Impact: Error free records.
    Documentation of purchases and orders.
    Allocations and expenditures support school priorities.
    Staff Responsible for Monitoring: Principal
    Administrative
    Assistant
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning
    Funding Sources: Substitutes - 211 - Title I, Part A - 211 11 6112 000 126 30 0 000 FBG23 - $6,500, Office Supplies & Materials - 211 - Title I, Part A - 211 61 6399 000 126 30 0 000 FBG23 - $700				

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

Title I Personnel

Name	Position	Program	FTE
Matthew Pa	Multi-Classroom Leader	Title I	1.15
Melissa Franco	Aspiring Teacher	Title I	1.0
Sandra Carrizales	Multi-classroom Leader	Title I	1.15

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources, supports, and materials		$11,356.00
1	3	2	Books for library	199.12.6329.000.126.99.0.126	$5,000.00
2	2	1	Materials and supplies that support our focus on T24		$5,000.00
				Sub-Total	$21,356.00
				Budgeted Fund Source Amount	$21,356.00
				+/- Difference	$0.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Supplies & Materials		$1,340.00
				Sub-Total	$1,340.00
				Budgeted Fund Source Amount	$1,340.00
				+/- Difference	$0.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplies and Materials		$6,210.00
				Sub-Total	$6,210.00
				Budgeted Fund Source Amount	$6,210.00
				+/- Difference	$0.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	At-risk Supplies & Materials		$8,090.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$8,090.00
				Budgeted Fund Source Amount	$8,090.00
				+/- Difference	$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Classroom materials to support K-2 foundation skill development		$6,000.00
1	4	1	Resources and Materials for Intervention Block		$5,079.00
3	2	3	Clinic supplies	199.33.6399.000.126.99.0.126	$500.00
				Sub-Total	$11,579.00
				Budgeted Fund Source Amount	$11,579.00
				+/- Difference	$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries		$165,720.00
1	1	1	Other Reading Materials		$1,500.00
1	2	1	Materials for PD	211.11.6399.000.126.30.0.000.FBG22	$500.00
1	3	1	After School Transportation	211.11.6494.000.126.30.0.000.FGB22	$2,500.00
1	3	1	Extra Duty Professional	211 11 6116 000 126 30 0 000 FBG23	$12,600.00
1	3	1	After school transportation	211 11 6494 000 126 30 0 000	$8,000.00
1	3	1	Software	211 11 6397 000 126 30 0 000 FBG23	$3,588.00
1	3	1	Supplies & Materials	211 11 6399 000 126 30 0 000	$5,000.00
1	3	1	Overtime- Paraprofessional	211 11 6121 000 126 30 0 000 FBG23	$5,000.00
1	3	2	Books for Library	211 12 6329 000 126 30 0 000 FBG23	$5,000.00
1	4	1	After School Tutorials		$10,447.00
1	5	1	Professional Development Contract	211 11 6299 000 126 30 0 000 FBG23	$12,000.00
2	1	1	Curricular resources and materials to support interventions.		$5,000.00
3	1	1	Supplies & Materials Parents	211 61 6399 000 126 30 0 000 FBG23	$700.00
3	1	1	Other Reading Parents	211 61 6329 000 126 30 0 000 FBG23	$2,045.00
3	1	1	Misc Operating Expenses	211.61.6499.000.126.30.0.000.FBG23	$400.00
4	1	1	Substitutes	211 11 6112 000 126 30 0 000 FBG23	$6,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Office Supplies & Materials	211 61 6399 000 126 30 0 000 FBG23	$700.00
				Sub-Total	$247,200.00
				Budgeted Fund Source Amount	$247,200.00
				+/- Difference	$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	After School Transportation	282.11.6494.000.126.30.0.126.ARP21	$3,500.00
1	3	1	Tutoring Support (Para)	282.11.6121.000.126.30.0.126.ARP21	$4,000.00
1	3	1	Substitutes for PD	282.11.6112.000.126.30.0.126.ARP21	$5,010.00
1	3	1	Tutoring (Teachers)	282.11.6116.000.126.30.0.126.ARP21	$12,730.00
1	3	1	Supply/Materials	282.11.6399.000.126.30.0.126.ARP21	$6,739.00
1	3	1	Employee Benefits	6141, 6143, 6146	$4,200.00
1	3	2	Books for Library		$25,000.00
1	4	1	Software	282.11.6397.000.126.30.0.126.APR21	$3,943.00
1	4	1	Boys & Girls Club Transportation		$21,455.00
1	4	1	Supplies/Materials	282.11.6399.000.126.30.0.126.ARP21	$15,421.00
				Sub-Total	$101,998.00
				Budgeted Fund Source Amount	$101,998.00
				+/- Difference	$0.00
				Grand Total Budgeted	$397,773.00
				Grand Total Spent	$397,773.00
				+/- Difference	$0.00