

Spring Branch Independent School District
Buffalo Creek Elementary School
2023-2024 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

Buffalo Creek Elementary School serves students in grades K-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of three students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 441

2021-2022: Enrollment – 439

2020-2021: Enrollment – 438

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Buffalo Creek Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by White. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2022-2023 school year, 68.3% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 84.1% At-Risk; 10.7% Immigrant; 4.8% Homeless; 15.9% of students were identified for special education services; and 3.6% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 12 (2.7%)

2021-2022: African American – 9 (2.1%)

2020-2021: African American – 8 (1.8%)

2022-2023: American Indian-Alaskan Native – 9 (2.0%)

2021-2022: American Indian-Alaskan Native – 11 (2.5%)

2020-2021: American Indian-Alaskan Native – 14 (3.2%)

2022-2023: Asian – *

2021-2022: Asian – 5 (1.1%)

2020-2021: Asian – 5 (1.1%)

2022-2023: Hispanic – 397 (90.0%)

2021-2022: Hispanic – 394 (89.8%)

2020-2021: Hispanic – 392 (89.5%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 16 (3.6%)
2021-2022: White – 15 (3.4%)
2020-2021: White – 15 (3.4%)

2022-2023: Two-or-more – 5 (1.1%)
2021-2022: Two-or-more – 5 (1.1%)
2020-2021: Two-or-more – *

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 371 (84.1%)
2021-2022: At-Risk – 350 (79.7%)
2020-2021: At-Risk – 319 (72.8%)

2022-2023: Economically Disadvantaged – 411 (93.2%)
2021-2022: Economically Disadvantaged – 403 (91.8%)
2020-2021: Economically Disadvantaged – 407 (92.9%)

2022-2023: Emergent Bilingual/English Learner – 301 (68.3%)
2021-2022: Emergent Bilingual/English Learner – 300 (68.3%)
2020-2021: Emergent Bilingual/English Learner – 311 (71.0%)

2022-2023: Gifted and Talented – 16 (3.6%)
2021-2022: Gifted and Talented – 12 (2.7%)
2020-2021: Gifted and Talented – 11 (2.5%)

2022-2023: Homeless – 21 (4.8%)
2021-2022: Homeless – 28 (6.4%)
2020-2021: Homeless – 6 (1.4%)

2022-2023: Immigrant – 47 (10.7%)
2021-2022: Immigrant – 69 (15.7%)
2020-2021: Immigrant – 63 (14.4%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – *
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 70 (15.9%)
2021-2022: Special Education – 60 (13.7%)
2020-2021: Special Education – 54 (12.3%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 94.8%

2019-2020: 98%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 17.3%

2019-2020: 5.4%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

The Buffalo Creek community is diverse and resilient. Within our 90% Hispanic population are representatives of several countries including Central and South America. Our students have improved in their academic performance year over year and also continue to grow in their personal and social development as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: : 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.

Problem Statement 2: We receive many students (newcomers) who are significantly below grade level in English and Spanish. **Root Cause:** Many newcomer students enroll throughout the school year with limited and/or interrupted schooling in their home countries (primarily Guatemala, Honduras, Mexico, Venezuela).

Problem Statement 3: Our enrollment remains below our target despite aggressive enrollment efforts. **Root Cause:** The apartment complexes in our area are in disrepair and plagued by unfavorable living conditions. Families move in/move out frequently.

Student Achievement

Student Achievement Summary

Buffalo Creek Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 74% Approaches; 42% Meets; 14% Masters

2021: 3rd Grade Reading - 74% Approaches; 32% Meets; 8% Masters

2022: 4th Grade Reading - 72% Approaches; 39% Meets; 14% Masters

2021: 4th Grade Reading - 67% Approaches; 33% Meets; 13% Masters

2022: 5th Grade Reading - 73% Approaches; 58% Meets; 23% Masters

2021: 5th Grade Reading - 70% Approaches; 24% Meets; 10% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 48% Approaches; 34% Meets; 3% Masters

2021: SPED All Grades Reading - 45% Approaches; 21% Meets; 3% Masters

2022: EB/EL All Grades Reading - 72% Approaches; 45% Meets; 17% Masters

2021: EB/EL All Grades Reading - 68% Approaches; 28% Meets; 9% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 68% Approaches; 39% Meets; 15% Masters

2021: 3rd Grade Mathematics - 72% Approaches; 25% Meets; 7% Masters

2022: 4th Grade Mathematics - 72% Approaches; 37% Meets; 17% Masters

2021: 4th Grade Mathematics - 60% Approaches; 41% Meets; 23% Masters

2022: 5th Grade Mathematics - 85% Approaches; 46% Meets; 23% Masters

2021: 5th Grade Mathematics - 70% Approaches; 38% Meets; 13% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 41% Approaches; 28% Meets; 10% Masters

2021: SPED All Grades Mathematics - 36% Approaches; 27% Meets; 0% Masters

2022: EB/EL All Grades Mathematics - 75% Approaches; 42% Meets; 18% Masters

2021: EB/EL All Grades Mathematics - 68% Approaches; 34% Meets; 13% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

Buffalo Creek students continue to improve their academic performance in reading and math. With a focus on instructional rigor, the percentage of students meeting and mastering standards has increased as has the percentage of students passing with approaches. Our 5th grade students are leaving elementary on or above grade level and prepared for middle school.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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 2: Our math meets and masters percentages have not reached our target. **Root Cause:** Our students must continue to build their mathematical knowledge, problem solving, and computation skills in addition to the literacy skills that will allow them to solve increasingly complex problems.

Problem Statement 3: Administrators continue to address budgetary and safety needs to the greatest extent possible **Root Cause:** Changes in legislation that impact school level processes and procedures.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Buffalo Creek Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 1 FTE (3%)

2021-2022: Beginning – 2 FTE (5.9%)

2020-2021: Beginning – 2.5 FTE (8%)

2022-2023: 1-5 Years – 6 FTE (18%)

2021-2022: 1-5 Years – 6 FTE (17.6%)

2020-2021: 1-5 Years – 0 FTE (0%)

2022-2023: 6-10 Years – 10 FTE (29.9%)

2021-2022: 6-10 Years – 8 FTE (23.5%)

2020-2021: 6-10 Years – 9.5 FTE (30.5%)

2022-2023: 11-20 Years – 12.4 FTE (37.1%)

2021-2022: 11-20 Years – 13 FTE (38.2%)

2020-2021: 11-20 Years – 13.1 FTE (42.1%)

2022-2023: Over 20 Years – 4 FTE (12%)

2021-2022: Over 20 Years – 5 FTE (14.7%)

2020-2021: Over 20 Years – 5 FTE (16.1%)

2022-2023: Total – 33.4 FTE (100%)

2021-2022: Total – 34 FTE (100%)

2020-2021: Total – 31.1 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Our teachers are highly experienced and possess a wide range of certifications and advanced degrees. We have been historically able to fill all positions and retain most teachers. Teachers regularly report feeling satisfied and supported. We have experienced attrition only due to retirement and staff members who do not reside in/or close to BCE accepting

positions closer to home.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Teachers feel overwhelmed with myriad of changes in response to legislation, safety, large class sizes, and curriculum modifications. **Root Cause:** Teacher shortage and district budget concerns.

Problem Statement 2: Reduction of teacher units have led to large class sizes and a reduction in supports offered to teachers and students. **Root Cause:** Our enrollment has decreased over time leading to the loss of teacher and instructional support positions.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Buffalo Creek Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Buffalo Creek Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Parents responding to Title I surveys report feeling engaged, welcomed, and informed. Attendance at parent meetings and seminars has increased each year as has parent volunteerism and communication with teachers. We maintain regular two-communication in English and Spanish in a variety of forms including but not limited to School Messenger (calls, texts, and emails), Remind, Class DoJo, and hard copies that go home in students' Friday folders. We also host a variety of family friendly events throughout the year that serve as a way for our community to fellowship together while promoting learning for all.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Family engagement lags behind our target. **Root Cause:** Families have many obligations that sometimes do not allow them to be fully involved in the educational process. Additionally, immigrant families may not know how to navigate the educational system.

Problem Statement 2: Student attendance rates lag behind our target. **Root Cause:** Families are unsure of how to find the resources they need and/or don't feel comfortable asking for support; thus students miss school as the family works through the challenges (health, counseling, finances, food, housing, etc.)

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 2024, Buffalo Creek Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 69% (approaches), 37% (meets), 9% (masters); Math: 81% (approaches), 50% (meets), 12% (masters) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

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 district ELA curriculum and district Math curriculum 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

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Other Reading Materials - 211 - Title I, Part A - 211.11.6329.0.000.FBG24 - \$4,465, Special Education Supplies & Materials - 199 PIC 23 - Special Education - 199.11.6399.000.126.23.0.126 - \$1,645, Instructional Resources, Supports, & Materials - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$1,340, Salaries - 211 - Title I, Part A - 211.11.6119.000.126.30.0.000.FBG23 - \$193,469, Instructional Services - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$11,750, Supplies & Materials (At-risk) - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.126.30.0.126 - \$8,610

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Buffalo Creek Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 5 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 62%/41% (Reading); 83%/68% (Math) Baseline Year

High Priority

HB3 Goal

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details

Strategy 1: BCE will support the continued academic growth of our 3rd-5th grade students by providing resources, supports, opportunities, and materials through the following actions:

- 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 (HB1416) 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 performance on district benchmarks at fall, winter, and spring 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.
- Supporting teacher planning and lesson preparation in collaboration with Region 4 Texas Lesson Study initiative.
- We will provide high-level academic enrichment opportunities including, but not limited to field trips, spelling bee, academic/arts competitions, enhanced STEM opportunities and materials (STEM night, VR head sets, 3-D printing), etc.

Strategy's Expected Result/Impact: We anticipate an increase in student academic outcomes on STAAR and TELPAS

Staff Responsible for Monitoring: Administrators
Instructional Support Team (MCLs, Interventionist)
Classroom Teachers
District Literacy, Math, Science Specialists
Boys & Girls Club Director and Staff

Title I:

2.4, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: After School Program Transportation - 211 - Title I, Part A - 211.11.6494.000.126.30.0.000.FBG24 - \$10,000, Extra Duty Professional - 211 - Title I, Part A - 211.11.6116.000.126.30.0.000.FBG24 - \$12,600, Overtime Paraprofessional - 211 - Title I, Part A - 211.11.6121.000.126.30.0.000.FBG24 - \$5,000, Supplies & Materials - 211 - Title I, Part A - 211.11.6399.00.126.30.0.000.FBG24 - \$4,535, Software - 211 - Title I, Part A - 211.11.6397.000.126.30.0.000.FBG24 - \$3,500, Academic Enrichment - 211 - Title I, Part A - 211.11.-6412.000126.30.0.000.FBG24 - \$1,000

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Buffalo Creek Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 25 component points.

2022-23: 9 of 24 Academic Achievement Points Met; 37.5% Component Points (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: BCE will support the continued academic growth of our 3rd-5th grade students by providing resources, supports, and materials through the following actions:

- 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 (HB1416) 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 performance on district benchmarks at fall, winter, and spring 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.
- Supporting teacher planning and lesson preparation in collaboration with Region 4 Texas Lesson Study initiative.

Strategy's Expected Result/Impact: We anticipate an increase in student academic outcomes on STAAR

Staff Responsible for Monitoring: Administrators
Instructional Support Team (MCLs, Interventionist)
Classroom Teachers
District Literacy, Math, Science Specialists
Boys & Girls Club Director and Staff

Title I:

2.4, 2.5, 2.6

- 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

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.

Strategy's Expected Result/Impact: Interest in reading topics will increase student reading performance and enjoyment.

Staff Responsible for Monitoring: Librarian

Teachers

Administrators

Title I:

2.4, 2.5, 2.6

- **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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Books for Library - 199 PIC 11 - Instructional Services - 199.12.6329.000.126.99.0.126 - \$3,110, Books for Library - 211 - Title I, Part A - 211.12.6329.000.126.30.0.000.FBG24 - \$5,000, Books for Library - 199 PIC 99 - Undistributed - 199.12.6329.000.126.99.0.126 - \$1,890, Supplies and resources for Library - 211 - Title I, Part A - 211.12.6399.000.126.30.0.000.FBG24 - \$5,000

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 52% (Baseline Year)

High Priority

HB3 Goal

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details

Strategy 1: BCE will support the continued literacy development of our Emergent Bilingual/ESL students by providing resources, supports, and materials through the following actions:

- 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
- Teachers will address key language and literacy standards and instructional strategies through the Texas Lesson Study process
- Adaptive Software targeting English language skills will be utilized during T24

Strategy's Expected Result/Impact: Increase in reclassification rates; increases in domain performance

Staff Responsible for Monitoring: Teachers

Administration
Interventionists

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Supplies & Materials - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.126.25.0.126 - \$3,000, Software - 199 PIC 25 - ESL/Bilingual - 211.11.6397.000.126.30.000.FBG24 - \$3,270

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

Performance Objective 5: EARLY LITERACY: By June 2024, Buffalo Creek Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: BCE will support the continued literacy development of our K-2 students by providing resources, supports, and materials through the following actions:

-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.

-Teachers will receive additional professional learning opportunities that build their capacity to teach foundational literacy skills and provide targeted literacy interventions in English and Spanish.

-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-2 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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Professional Learning Fees & Materials - 211 - Title I, Part A - 211.13.6299.000.126.30.0.000.FBG24 - \$600, Classroom Materials & Supplies to support K-2 foundational skill development - 199 PIC 99 - Undistributed - 199.11.6399.000.126.11.0.126 - \$6,000

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Buffalo Creek Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or $\geq 80\%$.

High Priority

HB3 Goal

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: BCE will purchase materials and supplies to support and enhance math instruction K-5. We will also provide math tutoring after school.</p> <p>Strategy's Expected Result/Impact: Percentage of students on grade level as evidenced by math progress monitoring will increase.</p> <p>Staff Responsible for Monitoring: Teachers MCL's MIS Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Materials & Supplies - 199 PIC 99 - Undistributed - \$2,500</p>

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Buffalo Creek Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: BCE will identify students and work with families to promote the CBE test. BCE will also provide accelerated opportunities for students at meets and masters performance levels as well as those who may not be ready "yet", but could be as part of our pipeline process.

Strategy's Expected Result/Impact: BCE students will participate in advanced math and reading coursework in middle school.

Staff Responsible for Monitoring: Teachers

Administrators

Instructional Support Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials for accelerated instruction - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG24 - \$1,300, Accelerated After School Instruction - 211 - Title I, Part A - 211.11.6116.000.126.30.0.000.FBG24 - \$3,000

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Buffalo Creek Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

High Priority

HB3 Goal

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details

Strategy 1: Buffalo Creek will support the T24 graduate characteristics by:

- 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.
- Recognize BCE STARS of the week for demonstration of T24 characteristics of the month

Strategy's Expected Result/Impact: All students will exhibit elementary T24 characteristics upon leaving 5th grade

Staff Responsible for Monitoring: All staff members

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources: Materials & Supplies that support T24 - 199 PIC 99 - Undistributed - 199.11.6399.000.126.11.0.126 - \$5,000, Misc Operating Expenses - 211 - Title I, Part A - 211.61.6499.000.126.30.0.000.FBG24 - \$500

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

Performance Objective 2: INTERVENTIONS: By June 2024, Buffalo Creek Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Buffalo Creek will create a safe and supportive climate and culture for students and staff through the following actions:

- 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.
- Academic interventions will take place daily (including after school) to increase student academic outcomes

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

Title I:

2.4, 2.5, 2.6

- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Supplies & Materials - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG24 - \$4,500, Other Reading Parents - 211 - Title I, Part A - 211.61.6329.000.126.30.0.000.FBG24 - \$1,756, Supplies & Materials Parents - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG24 - \$900, Materials & Supplies for Academic and Behavior interventions and incentives - 199 PIC 99 - Undistributed - 199.11.6399.000.126.11.0.126 - \$610

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Buffalo Creek Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details

Strategy 1: Buffalo Creek will create a safe and supportive climate and culture for students and staff through the following actions:

- 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.
- School staff will work with CIS and CYS to address attendance concerns proactively
- School ADA and AP will continuously monitor truancy process

Strategy's Expected Result/Impact: BCE will increase daily attendance percentages

Staff Responsible for Monitoring: All staff members

Title I:

2.4, 2.5, 2.6

- 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Attendance Incentives - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG24 - \$500

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

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

High Priority

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

Strategy 1 Details
<p>Strategy 1: Buffalo Creek will create a safe and supportive climate and culture for students and staff through the following actions:</p> <ul style="list-style-type: none">-BCE will participate in the next PBIS cohort to align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.-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. <p>Strategy's Expected Result/Impact: School climate and culture will support appropriate school behavior and an environment conducive to learning.</p> <p>Staff Responsible for Monitoring: All BCE staff System of Care</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none">- TEA Priorities: Improve low-performing schools- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <p>Funding Sources: Supplies & Materials - 199 PIC 99 - Undistributed - \$1,000</p>

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

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

High Priority

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.

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

Title I:

2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Participate in campus safety audit.

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

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

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

High Priority

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.

Staff Responsible for Monitoring: Administrators

Title I:

2.6

Strategy 2 Details

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.

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

ESF Levers:

Lever 1: Strong School Leadership and Planning

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.

High Priority

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

Strategy 1 Details

Strategy 1: -Conduct frequent budget meetings with Administrative Assistant to review and effectively manage finances to support school operations.

-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 meeting resources, 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

Title I:

4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Funding Sources: Substitutes - 211 - Title I, Part A - 211.11.6112.000.126.30.0.000.FBG24 - \$6,000, Materials for PD - 211 - Title I, Part A

-211.11.6399.000.126.30.0.000.FBG24 - \$7,000

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources, Supports, & Materials	199.11.6399.000.126.11.0.126	\$1,340.00
1	1	1	Instructional Services	199.11.6399.000.126.11.0.126	\$11,750.00
1	3	2	Books for Library	199.12.6329.000.126.99.0.126	\$3,110.00
Sub-Total					\$16,200.00
Budgeted Fund Source Amount					\$16,200.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education Supplies & Materials	199.11.6399.000.126.23.0.126	\$1,645.00
Sub-Total					\$1,645.00
Budgeted Fund Source Amount					\$1,645.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplies & Materials	199.11.6399.000.126.25.0.126	\$3,000.00
1	4	1	Software	211.11.6397.000.126.30.000.FBG24	\$3,270.00
Sub-Total					\$6,270.00
Budgeted Fund Source Amount					\$6,270.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies & Materials (At-risk)	199.11.6399.000.126.30.0.126	\$8,610.00
Sub-Total					\$8,610.00
Budgeted Fund Source Amount					\$8,610.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Books for Library	199.12.6329.000.126.99.0.126	\$1,890.00
1	5	1	Classroom Materials & Supplies to support K-2 foundational skill development	199.11.6399.000.126.11.0.126	\$6,000.00
1	6	1	Math Materials & Supplies		\$2,500.00
2	1	1	Materials & Supplies that support T24	199.11.6399.000.126.11.0.126	\$5,000.00
2	2	1	Materials & Supplies for Academic and Behavior interventions and incentives	199.11.6399.000.126.11.0.126	\$610.00
3	1	1	Supplies & Materials		\$1,000.00
Sub-Total					\$17,000.00
Budgeted Fund Source Amount					\$17,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries	211.11.6119.000.126.30.0.000.FBG23	\$193,469.00
1	1	1	Other Reading Materials	211.11.6329.0.000.FBG24	\$4,465.00
1	2	1	Overtime Paraprofessional	211.11.6121.000.126.30.0.000.FBG24	\$5,000.00
1	2	1	Academic Enrichment	211.11.-6412.000126.30.0.000.FBG24	\$1,000.00
1	2	1	After School Program Transportation	211..11.6494.000.126.30.0.000.FBG24	\$10,000.00
1	2	1	Software	211.11.6397.000.126.30.0.000.FBG24	\$3,500.00
1	2	1	Supplies & Materials	211.11.6399.00.126.30.0.000.FBG24	\$4,535.00
1	2	1	Extra Duty Professional	211.11.6116.000.126.30.0.000.FBG24	\$12,600.00
1	3	2	Supplies and resources for Library	211.12.6399.000.126.30.0.000.FBG24	\$5,000.00
1	3	2	Books for Library	211.12.6329.000.126.30.0.000.FBG24	\$5,000.00
1	5	1	Professional Learning Fees & Materials	211.13.6299.000.126.30.0.000.FBG24	\$600.00
1	7	1	Supplies & Materials for accelerated instruction	211.11.6399.000.126.30.0.000.FBG24	\$1,300.00
1	7	1	Accelerated After School Instruction	211.11.6116.000.126.30.0.000.FBG24	\$3,000.00
2	1	1	Misc Operating Expenses	211.61.6499.000.126.30.0.000.FBG24	\$500.00
2	2	1	Other Reading Parents	211.61.6329.000.126.30.0.000.FBG24	\$1,756.00
2	2	1	Supplies & Materials Parents	211.61.6399.000.126.30.0.000.FBG24	\$900.00
2	2	1	Supplies & Materials	211.61.6399.000.126.30.0.000.FBG24	\$4,500.00
2	3	1	Attendance Incentives	211.61.6399.000.126.30.0.000.FBG24	\$500.00
4	1	1	Substitutes	211.11.6112.000.126.30.0.000.FBG24	\$6,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Materials for PD	211.11.6399.000.126.30.0.000.FBG24	\$7,000.00
Sub-Total					\$270,625.00
Budgeted Fund Source Amount					\$265,625.00
+/- Difference					-\$5,000.00
Grand Total Budgeted					\$315,350.00
Grand Total Spent					\$320,350.00
+/- Difference					-\$5,000.00