

Spring Branch Independent School District

Buffalo Creek Elementary School

2024-2025



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 4
 - Demographics 4
 - Student Achievement 7
 - Staff Recruitment and Retention 9
 - Family and Community Engagement 11
- Goals 12
 - Goal 1: STUDENT ACHIEVEMENT. Buffalo Creek Elementary School students will master rigorous academic standards to ensure college and career readiness. 12
 - Goal 2: STUDENT SUPPORT. Buffalo Creek Elementary School students will benefit from multi-tiered systems of support. 24
 - Goal 3: SAFE SCHOOLS. Buffalo Creek Elementary School will ensure a safe and secure learning environment. 27
 - Goal 4: FISCAL RESPONSIBILITY. Buffalo Creek Elementary School will ensure efficient and effective fiscal management of resources and operations. 30
- Campus Funding Summary 31

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 a decrease of 29 students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 412

2022-2023: Enrollment – 441

2021-2022: Enrollment – 439

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 2023-2024 school year, 65.3% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 80.8% At-Risk; 14.3% Immigrant; 2.2% Homeless; 19.2% of students were identified for special education services; and 3.6% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 8 (1.9%)

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

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

2023-2024: American Indian-Alaskan Native – 9 (2.2%)

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

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

2023-2024: Asian – *

2022-2023: Asian – *

2021-2022: Asian – 5 (1.1%)

2023-2024: Hispanic – 374 (90.8%)

2022-2023: Hispanic – 397 (90.0%)

2021-2022: Hispanic – 394 (89.8%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)
2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 14 (3.4%)
2022-2023: White – 16 (3.6%)
2021-2022: White – 15 (3.4%)

2023-2024: Two-or-more – 5 (1.2%)
2022-2023: Two-or-more – 5 (1.1%)
2021-2022: Two-or-more – 5 (1.1%)

Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 333 (80.8%)
2022-2023: At-Risk – 371 (84.1%)
2021-2022: At-Risk – 350 (79.7%)

2023-2024: Economically Disadvantaged – 392 (95.2%)
2022-2023: Economically Disadvantaged – 411 (93.2%)
2021-2022: Economically Disadvantaged – 403 (91.8%)

2023-2024: Emergent Bilingual/English Learner – 269 (65.3%)
2022-2023: Emergent Bilingual/English Learner – 301 (68.3%)
2021-2022: Emergent Bilingual/English Learner – 300 (68.3%)

2023-2024: Gifted and Talented – 15 (3.6%)
2022-2023: Gifted and Talented – 16 (3.6%)
2021-2022: Gifted and Talented – 12 (2.7%)

2023-2024: Homeless – 9 (2.2%)
2022-2023: Homeless – 21 (4.8%)
2021-2022: Homeless – 28 (6.4%)

2023-2024: Immigrant – 59 (14.3%)
2022-2023: Immigrant – 47 (10.7%)
2021-2022: Immigrant – 69 (15.7%)

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – *

2023-2024: Special Education – 79 (19.2%)
2022-2023: Special Education – 70 (15.9%)
2021-2022: Special Education – 60 (13.7%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 94.3%
2020-2021: 94.8%
2019-2020: 98%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 16.7%
2020-2021: 17.3%
2019-2020: 5.4%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

1. Opportunity to serve a resilient, culturally and linguistically diverse community.
2. Students learn and work together from various countries, including Central and South America, as well as the Middle East.
3. Opportunity to develop the whole child (emotionally, academically, and socially).

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 proficiency due to limited and/or interrupted schooling.

Problem Statement 2: Our school has grown by 300 students, essentially doubling the number of at-risk, English-language learners, and students served by special education. **Root Cause:** Our campus received students from a neighboring school.

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 Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 51% Approaches; 21% Meets; 3% Masters

4th Grade Reading -74 % Approaches; 36% Meets; 11% Masters

5th Grade Reading -81 % Approaches; 53% Meets; 13% Masters

SPED All Grades Reading - 30% Approaches; 13% Meets; 0% Masters

EB/EL All Grades Reading - 67% Approaches; 36% Meets; 8% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 68% Approaches; 31% Meets; 9% Masters

4th Grade Mathematics - 80% Approaches; 58% Meets; 12% Masters

5th Grade Mathematics - 96% Approaches; 61% Meets; 14% Masters

SPED All Grades Mathematics -48 % Approaches;15 % Meets; 3% Masters

EB/EL All Grades Mathematics - 85% Approaches; 51% Meets; 11% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

1. Focus on differentiated instruction and interventions to increase the percentage of students scoring at the meets and masters levels in reading and math.
2. Flexible grouping of students based on their academic needs on a daily basis.
3. Individualized learning plans for emergent bilinguals to support their English language acquisition.

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 newly combined STAAR performance is lower in both subjects across all performance categories. **Root Cause:** Our school received 300 students from a neighboring school.

Problem Statement 3: Our meets and masters percentages have not reached our targets. **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 and texts.

Problem Statement 4: Many of our students are 2nd language learners, so they are developing their native language and English language skills simultaneously. **Root Cause:** Limited English proficiency due to limited and/or interrupted schooling.

Problem Statement 5: Our students who receive special education services have not met performance goals or federal targets. **Root Cause:** Staffing (vacancies and new staff members) and large case loads have created challenges.

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:

2023-2024: Beginning – 1.9 FTE (6.4%)

2022-2023: Beginning – 1.0 FTE (3%)

2021-2022: Beginning – 2.0 FTE (5.9%)

2023-2024: 1-5 Years – 5.0 FTE (16.7%)

2022-2023: 1-5 Years – 6.0 FTE (18%)

2021-2022: 1-5 Years – 6.0 FTE (17.6%)

2023-2024: 6-10 Years – 4.0 FTE (13.4%)

2022-2023: 6-10 Years – 10.0 FTE (29.9%)

2021-2022: 6-10 Years – 8.0 FTE (23.5%)

2023-2024: 11-20 Years – 15.0 FTE (50.2%)

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

2021-2022: 11-20 Years – 13.0 FTE (38.2%)

2023-2024: Over 20 Years – 4.0 FTE (13.4%)

2022-2023: Over 20 Years – 4.0 FTE (12%)

2021-2022: Over 20 Years – 5.0 FTE (14.7%)

2023-2024: Total – 29.9 FTE (100%)

2022-2023: Total – 33.4 FTE (100%)

2021-2022: Total – 34.0 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

1. Solid teacher retention rates historically.
2. Mentoring programs with support for new teachers with master teachers/staff.
3. DDI and PLC processes are used to better understand our students' academic needs.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Our staff has doubled in a very short time frame, creating challenges with space and class size. **Root Cause:** Our school welcomed many new students and staff members as a result of boundary changes.

Problem Statement 2: High-needs vacancies continue to be difficult to fill. **Root Cause:** There is a teacher, teaching assistant, and special education shortage nationwide.

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 12,000+ 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

1. PTA supports school efforts and engages families through different events throughout the year.
2. CIS provides specialized support for our community.
3. Streamlined bilingual two-way communication through our district app Remind results in increased attendance at parent meetings and school events.
4. Parents reported feelings of engagement, support, and satisfaction in the Title I survey.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our school is actively working to build relationships and trust with our new families. **Root Cause:** Our school welcomed many new families as a result of boundary changes.

Problem Statement 2: We are working to help our new families acclimate to our school climate, culture, and expectations. **Root Cause:** Our school welcomed many new families as a result of boundary changes.

Problem Statement 3: Many of our students are 2nd language learners, so they are developing their native language and English language skills simultaneously. **Root Cause:** Limited English proficiency due to limited and/or interrupted schooling.

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 2025, Buffalo Creek Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 7 percentage points in approaches, 5 percentage points in meets, and 3 percentage points in masters.

*2023-24: Reading: 53% (approaches), 23% (meets), 7% (masters); Math: 55% (approaches), 23% (meets), 8% (masters)

2023-24: Reading: 67% (approaches), 37% (meets), 13% (masters); Math: 72% (approaches), 41% (meets), 11% (masters)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

*Combined: Spring 2024 results of current 4th and 5th graders enrolled in Buffalo Creek from both Buffalo Creek and Spring Shadows.

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, and 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, and 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 - 211.11.6329.000.126.30.0.000.FBG25 - \$3,000, Special Education Supplies & Materials - 199 PIC 23 - Special Education - 199.11.6399.000.126.23.0.126 - \$1,500, Instructional Resources, Supports, & Materials - 199 PIC 99 - Undistributed - 199.11.6399.000.126.11.0.126 - \$1,300, Salaries - 211 - Title I, Part A - 211.11.6119.000.126.30.0.000.FBG25 - \$204,002, Instructional Services - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$11,000, Supplies & Materials (At-risk) - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.126.30.0.126 - \$8,000

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 2025, Buffalo Creek Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 7 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 67%/37% (Reading); 70%/33% (Math)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

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, lesson study and preparation, and data analysis.
- 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 Support
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.FBG25 - \$8,000, Extra Duty Professional - 211 - Title I, Part A - 211.11.6116.000.126.30.0.000.FBG25 - \$10,000, Overtime Paraprofessional - 211 - Title I, Part A - 211.11.6121.000.126.30.0.000.FBG25 - \$5,000, Supplies & Materials - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG25 - \$7,000, Software - 211 - Title I, Part A - 211.11.6397.000.126.30.0.000.FBG25 - \$7,500, Academic Enrichment - 211 - Title I, Part A - 211.11.6412.000.126.30.0.000.FBG25 - \$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 2025, 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 5 component points.

2023-24: 0 of 24 Academic Achievement Points Met; 0.0% Component Points

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

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.
- Instructional Leadership Team will regularly assess and analyze student data, progress monitor, and adjust intervention and acceleration opportunities.
- Supporting teacher planning, lesson preparation, and data analysis (DDI).
- Targeted support will be provided to students receiving special education services.
- Special education teachers will receive extra professional development to close academic gaps in reading and math.

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
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

Funding Sources: Supplies and Materials - 199 PIC 23 - Special Education - 199.11.6399.000.126.23.0.126 - \$1,335, Resources to support special education - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$385

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, and
- 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: Media Center Specialist

Media Center Assistant

Teachers

Administrators

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

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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 60%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

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 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 lesson study and data analysis processes.
- Adaptive Software targeting English language skills will be utilized during T24 time.

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:

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

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 - 199.11.6397.000.126.30.0.126 - \$2,300

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 2025, Buffalo Creek Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

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 staff, 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.

-We will address the foundational reading skills (phonemic awareness, phonics, high frequency word recognition, fluency, and 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
MCLs

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 2: Strategic Staffing, 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.FBG25 - \$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 2025, 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 $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring (Baseline Year)

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 Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</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 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$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 2025, Buffalo Creek Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

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:

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

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 2025, 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

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.
- Continue implementation of PBIS.

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:

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: Strategic Staffing, Lever 3: Positive School Culture

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.FBG25 - \$500

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

Performance Objective 2: INTERVENTIONS: By June 2025, Buffalo Creek Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

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.
- The school will partner with parents and the PTA to facilitate school events that promote academic achievement, good behavior, consistent attendance, and a positive 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.
- We will continue the implementation of schoolwide PBIS.
- We will partner with System of Care to provide coaching and strategies for teachers and students.

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:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Supplies and materials - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG25 - \$4,500, Other Reading Parents - 211 - Title I, Part A - 211.61.6329.000.126.30.0.000.FBG25 - \$1,800, Supplies & Materials Parents - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG25 - \$1,000, Materials & Supplies for Academic and Behavior interventions and incentives - 199 PIC 99 - Undistributed - 199.11.6399.000.126.11.0.126 - \$1,000

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Buffalo Creek Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: BCE will work closely with parents, CIS, the counselor, and the truancy officer to encourage and enforce positive daily attendance. Incentives will be provided to boost rates as needed.</p> <p>Strategy's Expected Result/Impact: Increased daily attendance rates.</p> <p>Staff Responsible for Monitoring: parents, CIS, counselor and truancy officer</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p> <p>Funding Sources: Incentives - 199 PIC 30 - At Risk School Wide SCE - 199.11.6399.000.126.30.0.126 - \$240</p>

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.

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

Strategy 1 Details

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

- 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.
- The school will partner with parents and the PTA to facilitate school events that promote academic achievement, good behavior, consistent attendance, and a positive 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: School climate and culture will support appropriate school behavior and an environment conducive to learning.

Staff Responsible for Monitoring: All staff members

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 2: Strategic Staffing, Lever 3: Positive School Culture

Funding Sources: Student Incentives & Supplies - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG25 - \$2,578

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.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: BCE has developed a safety team and provided a roster to the district. The team will meet three times per year to refine safety practices. Our campus will conduct regular safety audits and develop action plans to address any deficiencies as a result of safety audits.</p> <p>Strategy's Expected Result/Impact: The school will have a plan to create and revisit safety procedures throughout the school year.</p> <p>Staff Responsible for Monitoring: Safety Officer Safety Team Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>

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.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: The school safety officer will ensure the development and enactment of the Campus EOP.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. The campus will remain in compliance with SB 11.</p> <p>Staff Responsible for Monitoring: Campus Safety Officer Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>

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

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 which 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:

2.4, 2.5, 2.6, 4.1, 4.2

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

Funding Sources: Materials and Supplies - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG25 - \$4,000

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services	199.11.6399.000.126.11.0.126	\$11,000.00
1	3	1	Resources to support special education	199.11.6399.000.126.11.0.126	\$385.00
1	6	1	Math Materials & Supplies	199.11.6399.000.126.11.0.126	\$500.00
Sub-Total					\$11,885.00
Budgeted Fund Source Amount					\$11,885.00
+/- 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	\$1,500.00
1	3	1	Supplies and Materials	199.11.6399.000.126.23.0.126	\$1,335.00
Sub-Total					\$2,835.00
Budgeted Fund Source Amount					\$2,835.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Software	199.11.6397.000.126.30.0.126	\$2,300.00
1	4	1	Supplies & Materials	199.11.6399.000.126.25.0.126	\$3,000.00
Sub-Total					\$5,300.00
Budgeted Fund Source Amount					\$5,300.00
+/- 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	\$8,000.00
2	3	1	Incentives	199.11.6399.000.126.30.0.126	\$240.00
Sub-Total					\$8,240.00
Budgeted Fund Source Amount					\$8,240.00

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources, Supports, & Materials	199.11.6399.000.126.11.0.126	\$1,300.00
1	5	1	Classroom Materials & Supplies to support K-2 foundational skill development	199.11.6399.000.126.11.0.126	\$6,000.00
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	\$1,000.00
Sub-Total					\$13,300.00
Budgeted Fund Source Amount					\$13,300.00
+/- 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.FBG25	\$204,002.00
1	1	1	Other Reading Materials	211.11.6329.000.126.30.0.000.FBG25	\$3,000.00
1	2	1	Academic Enrichment	211.11.6412.000.126.30.0.000.FBG25	\$1,000.00
1	2	1	After School Program Transportation	211.11.6494.000.126.30.0.000.FBG25	\$8,000.00
1	2	1	Software	211.11.6397.000.126.30.0.000.FBG25	\$7,500.00
1	2	1	Overtime Paraprofessional	211.11.6121.000.126.30.0.000.FBG25	\$5,000.00
1	2	1	Supplies & Materials	211.11.6399.000.126.30.0.000.FBG25	\$7,000.00
1	2	1	Extra Duty Professional	211.11.6116.000.126.30.0.000.FBG25	\$10,000.00
1	5	1	Professional Learning Fees & Materials	211.13.6299.000.126.30.0.000.FBG25	\$600.00
2	1	1	Misc. Operating Expenses	211.61.6499.000.126.30.0.000.FBG25	\$500.00
2	2	1	Other Reading Parents	211.61.6329.000.126.30.0.000.FBG25	\$1,800.00
2	2	1	Supplies & Materials Parents	211.61.6399.000.126.30.0.000.FBG25	\$1,000.00
2	2	1	Supplies and materials	211.61.6399.000.126.30.0.000.FBG25	\$4,500.00
3	1	1	Student Incentives & Supplies	211.11.6399.000.126.30.0.000.FBG25	\$2,578.00
4	1	1	Materials and Supplies	211.11.6399.000.126.30.0.000.FBG25	\$4,000.00
Sub-Total					\$260,480.00
Budgeted Fund Source Amount					\$260,480.00
+/- Difference					\$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$302,040.00
Grand Total Spent					\$302,040.00
+/- Difference					\$0.00