

Ector County Independent School District

Lee Buice Elementary

2019-2020 Campus Improvement Plan



Mission Statement

The mission of Dr. Lee Buice Elementary School is to excite and inspire curiosity through literacy and innovative learning experiences.

Vision

The vision of Dr. Lee Buice Elementary School is to create a community of unlimited opportunities for all.

Core Beliefs

Our core beliefs are to: innovate, collaborate, and celebrate.

We believe every child can learn. We care for one another and value each other's opinions. In our classrooms, students mirror the work of readers, writers, mathematicians, scientists, and social scientists. We believe in celebrating our story and sharing our successes.

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Comprehensive Needs Assessment

Needs Assessment Overview

Our campus benefits from the following Federal and State Programs:

Fund 161: State Special Education	Extended Year Services	All campuses
Fund 161: State Special Education	Special Education Additives/ Stipends	All campuses
Fund 161: State Special Education	Special Education Teachers	Targeted campuses
Fund 161: State Special Education	Speech Pathologists	Targeted Campuses
Fund 161: State Special Education	Special Education Testing	All campuses
Fund 161: State Special Education	Special Education Transportation	Targeted campuses
Fund 161: State Special Education	Special education instructional support staff	Targeted campuses
Fund 161: State Special Education	Special education instructional support materials	Targeted campuses
Fund 161: State Special Education	Special Olympics supplies, fees and travel	Targeted campuses
Fund 161: State Special Education	Special Education Professional development	Targeted campuses
Fund 163: State GT	GT COGAT Testing Materials	All Campuses
Fund 163: State GT	GT Curriculum & Staff Development	All campuses
Fund 164: State Comp Ed	Summer Remediation for STAAR/EOC recovery: Targeted grades	All campuses K-12
Fund 164: State Comp Ed	At Risk Tutoring	All campuses K-12
Fund 164: State Comp Ed	Classworks	All campuses K-12
Fund 164: State Comp Ed	Literacy Initiatives for reading and math	All campuses K-12
Fund 164: State Comp Ed	Reading Dyslexia Interventionist	All campuses
Fund 164: State Comp Ed	Community Outreach Services	All campuses
Fund 164: State Comp Ed	Dictionaries for Bilingual/ESL student use	Targeted campuses
Fund 164: State Comp Ed	LTS Stride Software	
Fund 164: State Comp Ed	Drop Out Prevention Counselors (SAS counselors)	Targeted campuses
Fund 165: State Bilingual ESL	BE & ESL Stipends	Targeted campuses
Fund 165: State Bilingual ESL	Teacher Created Materials targeted to balanced literacy	Targeted campuses
Fund 211: Title One Schoowide	Campus Curriculum Facilitators	All Title One Campuses -PK/K-6
Fund 255: Title 2 Professional Development	Reading Specialists on non-title one campuses	Targeted Campuses

Demographics

Demographics Summary

Buice is a rapidly growing elementary school. In previous years, attendance has been capped due to high enrollment. Last year, we were a Title1 school serving a new population of students as our boundaries were rezoned. We will continue as a Title 1 school this year.

Attendance and demographic data:

<https://docs.google.com/document/d/1oSthCHXpVueZAUUNbNYLcag6zLB5vhrzt48RqcG5CtI/edit?usp=sharing>

https://sp.ectorcountysd.org/dept/fsp/cp/peims/2016-17%20DATA/Student%20Demographic%20Special%20Populations%20Data/133_Fall%20PEIMS%20

https://docs.google.com/document/d/1_WRyXf0Ui_dBwSZ5PKXCNU2vPPPhvniYi8Tez9iXBzGc/edit?usp=sharing

Demographics Strengths

Buice was awarded a distinguished designation for overall student growth two years in a row. We were also named a 2018 School Transforming Learning.

We serve a diverse population of learners. Economically disadvantaged students are showing significant growth. All of our student sub pops met their target for growth this year.

Student Achievement

Student Achievement Summary

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2019

Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco	Dis	SPED
2018	69	67	68	64				66	66	
2019		81	78	86				78	80	

Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco	Dis	SPED
2018	70	70	70	71				73	66	
2019		76	71	75				76	87	

State Assessment Results-Approaches

3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco	Dis	SPED
2017	73	75	78	70				80	*	
2018	77	76	77	68				73	*	
2019		76	72	86				67	*	

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco	Dis	SPED
2017	77	74	75	72				*	*	
2018	78	76	74	*				76	*	
2019		72	66	80				63	*	

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco	Dis	SPED
2017	70	80	80	80				68	*	
2018	73	77	79	74				75	*	
2019		86	85	88				73	*	

4th Math

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	76	77	78	78			*	*	
2018	78	79	78	81			70	*	
2019		84	81	94			76	*	

4th Writing

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	65	72	73	*			*	*	
2018	63	75	78	71			*	*	
2019		76	76	75			69	*	

5th Reading

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	82	80	75	89			76	*	
2018	84	87	93	78			83	*	
2019		90	89	92			87	*	

5th Math

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	87	79	74	89			71	*	
2018	91	93	95	*			91	*	
2019		88	89	87			87	*	

5th Science

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	74	69	*	85			56	*	
2018	76	89	90	89			*	*	
2019		85	82	92			87	*	

State Assessment Results-Meets

3rd Reading

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	45	44	38	51			49	*	
2018	43	37	37	26			24	*	

2019	43	40	51	33	*
3rd Math					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	49	44	41	49	* *
2018	47	36	33	*	*
2019		36	34	37	20 *

4th Reading					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	44	52	53	54	45 *
2018	46	52	51	55	43 *
2019		51	49	59	35 *

4th Math					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	47	43	43	44	40 *
2018	49	45	43	48	* *
2019		46	42	50	33 *

4th Writing					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	34	44	51	*	* *
2018	39	54	52	55	* *
2019		45	43	50	35 *

5th Reading					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	48	38	38	39	38 *
2018	54	61	67	51	46 *
2019		61	56	68	51 *

5th Math					
Year	State	Campus	H W	AA Asian 2 or More	Eco Dis SPED
2017	50	40	36	50	38 *
2018	58	48	48	*	51 *

2019	55	55	54	46	*
5th Science					
Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	42	41	* 52	35	*
2018	41	51	50 51	*	*
2019	66	65	70	69	*

State Assessment Results-Masters

3rd Reading

Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	29	29	18 42	24	*
2018	25	24	25 16	17	*
2019	22	23	23	25	*

3rd Math

Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	26	18	10 28	*	*
2018	23	21	21 *	15	*
2019	19	20	17	2	*

4th Reading

Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	24	31	31 31	30	*
2018	24	23	22 24	25	*
2019	26	21	38	15	*

4th Math

Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	27	26	28 28	25	*
2018	27	21	19 26	*	*
2019	28	23	34	11	*

4th Writing

Year	State	Campus	H W AA Asian 2 or More	Eco Dis	SPED
2017	11	12	13 *	*	*

2018	11	21	19	24	*	*
2019		18	14	22	9	*

5th Reading

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	25	22	21	25			21		*
2018	26	22	22	22			14		*
2019		33	27	43			28		*

5th Math

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	24	22	19	28			24		*
2018	30	15	19	*			14		*
2019		28	27	30			28		*

5th Science

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
2017	18	13	*	21			15		*
2018	17	17	17	14			*		*
2019		34	31	38			44		*

Overall Math

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
Appr	80		77	86			73		30
Meets	46		44	47			34		5
Masters	25		23	27			15		3

Overall Reading

Year	State	Campus	H	W	AA	Asian 2 or More	Eco	Dis	SPED
Appr	81		79	84			72		37
Meets	51		48	59			40		5
Masters	27		24	35			19		0

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	Campus	H	W	AA	Asian 2 or More	EcoDis	Special Ed	ELL
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2019	79	79	78	78	38					
2018	83	85	79	75	25					
2017	72	67	62	75	61	38				
5th Math										
Year	State	Campus	H	W	AA	Asian	"2 or More"	EcoDis	"Special Ed"	ELL
2019	79	79	78					78	38	
2018	84	83	85					75	50	
2017	81	73	71	78				68	23	

2019 STAAR results are as follows:

Reading:

3rd grade: 76% met standard

4th grade: 86% met standard

5th grade: 90% met standard

Math:

3rd grade: 72% met standard

4th grade: 84% met standard

5th grade: 88% met standard

Writing:

4th grade: 76% met standard

Science:

5th grade: 85% met standard

White students and sped students have demonstrated the largest achievement gap.

Kinder and first grade Istation data shows a struggle in reading with only 71% of our students finishing the year on tier one. Fortunately, only 10% of our

students in kinder and first grade are in tier three but growth is still lacking.

Campus earned two distinctions this year: one in growth and one in science.

Campus improved from an overall "C" rating to a "B."

Campus improved from a 69% score in 2a to an 89.

Campus closed all growth gaps in domain 3.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander
Academic Achievement Status							
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%
Target Met	Y		Y	Y			
% at Meets GL Standard or Above	53%	20%	50%	61%	-	63%	-
# at Meets GL Standard or Above	178	**	107	63	-	5	-
Total Tests (Adjusted)	336	**	215	104	-	8	-
Math Target	46%	31%	40%	59%	45%	82%	50%
Target Met	Y		Y	N			
% at Meets GL Standard or Above	47%	20%	45%	49%	-	75%	-
# at Meets GL Standard or Above	159	**	97	51	-	6	-
Total Tests (Adjusted)	337	**	216	104	-	8	-
Total Indicators							
Growth Status							
ELA/Reading Target	66	62	65	69	67	77	67
Target Met	Y		Y	Y			
Academic Growth Score	80	*	76	85	-	92	-
Growth Points	181.5	*	114.5	57	-	5.5	-
Total Tests	228	*	150	67	-	6	-
Math Target	71	67	69	74	71	86	74
Target Met	Y		Y	Y			
Academic Growth Score	83	*	82	84	-	100	-
Growth Points	190	*	122.5	56.5	-	6	-
Total Tests	228	*	150	67	-	6	-
Total Indicators							

Graduation Rate Status ***							
Target	90%	90%	90%	90%	90%	90%	90%
Target Met							
2017 % Graduated	-	-	-	-	-	-	-
2018 % Graduated	-	-	-	-	-	-	-
2018 # Graduated	-	-	-	-	-	-	-
2018 Total in Class	-	-	-	-	-	-	-
Total Indicators							
English Language Proficiency Status							
Target							
Target Met							
TELPAS Progress Rate							
TELPAS Progress							
TELPAS Total							
Total Indicators							
Student Success Status							
Target	47	36	41	58	46	73	48
Target Met	Y		Y	Y			
STAAR Component Score	54	31	51	58	-	76	-
% at Approaches GL Standard or Above	83%	79%	81%	87%	-	95%	-
% at Meets GL Standard or Above	52%	14%	49%	56%	-	73%	-
% at Masters GL Standard	26%	0%	24%	31%	-	59%	-
Total Tests	911	14	587	278	-	22	-
Total Indicators							
School Quality Status							
Target	47%	31%	41%	58%	42%	76%	39%
Target Met							
% Students meeting CCMR	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-
Total Indicators							
Participation							
Target	95%	95%	95%	95%	95%	95%	95%
ELA/Reading							
% Participation	99%	100%	99%	100%	-	100%	-
# Participants	341	5	217	106	-	8	-
Total Tests	343	5	219	106	-	8	-

Mathematics								
% Participation	100%	100%	100%	100%	-	100%	-	
# Participants	342	5	218	106	-	8	-	
Total Tests	343	5	219	106	-	8	-	

Buice missed targets in the following achievement areas: special ed reading, white, eco dis, and special ed math

Buice met all targets in growth and student success

Student Achievement Strengths

We were successful in overall student growth and saw marginal improvements in all 5th grade content areas.

A distinction was earned in student growth and in Science.

82% of all tests were passed by Buice students- the highest in school history. Buice is averaging a 5% increase every year.

We showed an increase in both meets and masters percentages with 51% reaching meets status, and 26% reaching masters status.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause:** Campus is in need of training in the rigor/relevance framework.

Problem Statement 2: Buice scored a "B" in their 2019 overall accountability. **Root Cause:** Lack of systemic personalized professional development opportunities.

Problem Statement 3: 71% of kindergarten and first grade students were reading at the "tier 1 level" in May 2019 as measured by Istation **Root Cause:** Insufficient exposure to grade level text.

Problem Statement 4: Students are not meeting the campus target of 45% Mastering grade level assessments **Root Cause:** Lack of training on how to differentiate to the highest learner.

Problem Statement 5: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math. **Root Cause:** White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters.

School Culture and Climate

School Culture and Climate Summary

Buice will implement best practices adopted by ECISD and will be devoted to best practices to create lifelong learners both in and outside of the classroom. We are focused on individual student growth and put the needs of students first. Our staff is willing to do "whatever it takes" to help our students be successful and willingly hold after school tutorials to help support this growth.

Mission: **To excite and inspire curiosity through literacy and innovative learning**

Vision: **Creating a community of unlimited opportunities for all.**

Values:

Innovate.

Collaborate.

Celebrate.

There were 114 discipline referrals at the campus in 2018. 90% of them came from PE, recess, and the school bus.

According to the 2019 Panorama survey, the following highlights emerged:

97% of staff responded favorably toward school leadership.

97% responded favorably toward staff and leadership relationships.

94% responded favorably about the school climate.

87% responded favorably regarding the staff-family relationships.

86% responded favorably in regards to their professional learning experience.

81% of campus teachers responded favorably about the feedback and coaching they are receiving from campus administrators.

64% responded favorably about available resources at the campus level.

All of these scores showed increases since the last survey in 2017. In addition, all survey responses scored within the 80th-99th percentile according to

national norms. This is the highest rating possible from Panorama.

STAFF EXPECTATIONS

1. Uplift those around you.
2. Take risks- this is new for all of us.
3. Realize you are part of a revolution- contribute.
4. See the potential in every child.
5. Create “magic.”
6. Teach to the brightest student and hold all kids to that expectation. If a child learns differently, do not lower your expectations. Rather, teach them differently.
7. Choose to be happy.
8. Be consistent with consequences.
9. Pursue a bond with every child.
10. Maintain professional dress.
11. Put laughter in our building and enjoy the company of one another.
12. Accept criticism and learn from it.
13. Never threaten a student with “I’m going to tell Ms. Rickman/Ms. Shefchik” it takes away your authority.
14. Keep your promises to your students. Find a way to make it happen.
15. Inspire work ethic in our learners.
16. Show respect in meetings. Do not open wrappers, dominate the conversation, or use your phone. Track the speaker in the same way we expect your learners to.
17. Greet everyone as if they are old friends.
18. Stand up to greet guests.
19. Take guests where they need to go, don’t just tell them.
20. Memorize the names of your students and their parents.
21. Defend the honor of our staff and students.
22. Pick up things that do not belong and encourage students to do the same.
23. Find the time to do more than is what is expected of you.
24. Answer calls, texts, and emails ASAP.
25. Offer to help others with their assignments, especially when you can see someone is overwhelmed.
26. Communicate with parents early and often.
27. TRY before you complain.
28. Embrace change and uncharted territory.
29. Be on time for all duties.
30. Complete all paperwork on time. If you need help, ask for it.
31. Keep students first. We have dedicated our lives to this profession and we are trusted by our community with their most precious resource...their children.

Staff Expectations for Instruction:

1. Smile and be happy
2. Create energy in the classroom. Use your hands and eye contact to your advantage.
3. Create a sense of urgency and maximize time on task
4. Be excited to be there and show students the passion you have for teaching and learning.
5. Expect your students to track the speaker and nod when appropriate.
6. Encourage students to cheer for one another.
7. Ask “how” and “why” often.
8. Incorporate movement (even if it is only for 5 seconds) at least every 5-10 minutes.
9. Over plan your lessons so you never run out of activities.
10. When a student doesn’t know an answer, do not simply call on another student.
11. Always have your students in view.
12. Try to incorporate music.
13. Try to incorporate technology.
14. Show examples of what excellence looks like- the more familiar a student is with the expectation, the more likely they are to reach it.
15. Never lower your standards.
16. Teach students to love reading and challenge yourself to become familiar with the books they enjoy.
17. Actively participate in Bison Book Time and help make Buice become a community of readers.
18. Implement CHAMPS with fidelity.
19. Prepare lessons that inspire students to be curious.
20. Collaborate with your colleagues.
21. Work with your team to create lessons that keep students up at night anticipating a great day at school.

School Culture and Climate Strengths

Buice averages around 70% parent participation on major school wide events. We had over 100 families complete VIP applications for this upcoming school year and our social media outlets crossed a thousand followers.

All of the Panorama survey results showed an increase in favorable responses since the last survey in 2017. In addition, all survey responses scored within the 80th-99th percentile according to national norms. This is the highest rating possible from Panorama.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus had 114 referrals in 2018-2019 **Root Cause:** Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hiring HQ teachers is challenging and could not be achieved in 2015 and 2019. In 2016 and 2017, HQ status was achieved through recruitment at the campus level including: job fairs, college board postings, regional center postings, and social media.

In 2019, the campus experienced a 25% turn over rate.

Exit surveys point to lack of available and affordable housing options in this community.

Copy and paste this link into your web browser to see the data:

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers are experienced educators. We are still carrying one vacancy for the school year- kindergarten.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention continues to be a struggle (75% retention) **Root Cause:** High demands and a booming economy; lack of affordable housing

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System has been our curriculum for 5 years. Buice is fully implementing this curriculum in all subject areas except PE and music. In addition, tutoring, balanced literacy, guided math, dyslexia interventions, SPED services, and iStation, are used. Supplemental materials as well as new textbooks are provided to teachers as resources to use along with the scope and sequence are provided. We adopted a new ELAR textbook this year that will be implemented in all classrooms k-5. Technology in each classroom makes it possible for our students to utilize these programs and they are provided with the opportunity for hands on learning. Classroom teachers, tutors, special area teachers, SPED teachers, and the dyslexia teacher support the programs and interventions allotted to provide our students with the best education possible. STAAR, Cogat, Nagleri, released tests, Istation, short cycle assessments allow teachers to utilize data to pinpoint interventions that need to be used for individual students. 4th-5th grade students are taught AVID strategies that will carry on to Middle School. GT students are served by an on campus GT teacher.

Daily Bison Book Time to enforce self selected independent reading for our learners.

Buice will ensure that all students are receiving the tutoring and intervention needed to make growth. K- 5th grade teachers are using Istation and Stride to help close the achievement gap. PLC's occur each week so teachers can look at data and discuss best practices. After school clubs are set up to provide enrichment to our students.

Curriculum, Instruction, and Assessment Strengths

Short cycle assessments are 100% aligned to STAAR.

Interventions and tutorials are foundational to our school. We are running small group interventions nearly all day to ensure targeted intervention to ALL students is provided.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher professional development is minimal. **Root Cause:** No funding available

Problem Statement 2: Campus did not meet expectations in achievement for certain sub populations. **Root Cause:** Lack of funding for PD. Did not have a Coach or reading specialist last school year.

Parent and Community Engagement

Parent and Community Engagement Summary

100 VIP applications were submitted this school year.

75% parental involvement is averaged on the campus

Campus calendar is set at the start of the year so families can protect school events in their schedule.

PTA has grown from 300-500 members

Calendar:

August

- 15th-Meet the teacher

5:00- K-2nd

6:00- 3rd-5th

- 19th- First day of school

September

- 2nd - Labor Day- no school

- 9th- Parents can begin eating lunch with their students any day.

- 13th- Ice cream sandwiches sold at lunch- bring \$2

- 13th- Dot Day

- 25th-5:00 PTA crafting with grandparents! \$10 per canvas

- 26th- No school for students

- 27th- No school for students

October

- 1st- PTA Meeting- 4th grade performance

- 2nd- National Custodial Workers Day

- 14th – No school for students
- 24h- PTA Fall Festival 5:30-7:00
- 23rd-25th- Red Ribbon Week

November

- 1st- PTA-National Bison Day (Bring \$2 for hair and face paint)
- 4th- No school for students
- 5th- PTA Meeting- 5th grade performance
- 11th- Veteran’s Day celebration at morning assembly
- 11th-15th- Book Fair
- 12th- 5:30-7:00 Literacy Night/Young Author’s night
- 14th- National Pickle Day! (Bring \$1 for a pickle at lunch)
- 25th- 29th- Thanksgiving break

December

- 3rd -6:30- PTA Christmas concert (Kinder and 1st grade)
- 19th - 5:30-7:30- Parent Date Night/Shopping Night!
- 12th- 5:30-6:30- PTA- Ornament painting \$10 per ornament
- 19th- Class party day
- 19th - Pajama day (\$2)
- 20th- No school for students
- 23rd-Jan 6th- Christmas break (no school for students)

January

- 7th- First day back for students
- 20th -MLK Day- No school for students
- 17th- Awards assemblies

February

- 4th- PTA meeting- 3rd grade performance
- 11th and 12th Valentine gram fundraiser sale
- 13th- Valentine Party day
- 13th-Valentine’s Dance (3rd-5th)
- 14th- No school for students

- 17th- Bad Weather Day
- 21st – Positive Post-It Day

March

- 2nd - Happy Birthday Dr. Seuss! (Costume contest \$2)
- 3rd- Star wars – PTA
- 5th- End of 3rd 9 weeks.
- 6th-15th- Spring Break (no school)
- 30th- April 3rd- Book Fair

April

- 1st- 3rd- Book Fair
- 2nd- Book Fair Family Night
- 7th- PTA Meeting- 2nd grade performance
- 7th- STAAR 4th Writing/5th Math
- 8th- STAAR 5th Reading
- 10th- Good Friday- No School
- 16th- 7:00-7:30- Donuts with Dad
- 22nd - Administrative Professionals Day
- 24th -Bad Weather Day

May

- 4th-8th Teacher Appreciation Week
- 8th - 7:00-7:30 Muffins with Mom
- 11th- STAAR 3rd, 4th Math/5th Math re-test
- 12th- STAAR 3rd, 4th Reading/ 5th Reading re-test
- 12th- Nurses Day
- 13th- STAAR 5th Science
- 15th- field day
- 18th- field day
- 19th- field day
- 19th- 5th grade dance
- 20th – Class party day/Bison Bonanza
- 21st - Awards assemblies
- 21st - Last day of school

Parent and Community Engagement Strengths

There are multiple opportunities for family/student participation.

Families responded with a 98% favorable response toward campus communication. The school utilizes Blackboard (text, emails, and phone calls) as well as multiple social media accounts and memos to actively communicate with parents.

School Context and Organization

School Context and Organization Summary

The staff at Buice Elementary works together to meet the needs of every student on our campus. The campus supports teachers by providing professional development and resources that we can afford. Teachers are involved in campus decision making through committees, PLC meetings and faculty meetings.

The school is composed of one Principal, one Assistant Principal, one Library Media Specialist, and one counselor that works on the school's leadership team. New this year- the campus added an Instructional Coach.

PLC Schedule

8:00-8:45 5th grade

8:50-9:35 3rd grade

9:40-10:25 4th grade

10:30-11:15 2nd grade

1:00-1:45 Kindergarten

1:50-2:35

1st Grade

School Context and Organization Strengths

There is a clear organization chart and hierarchy for campus support. There is an extreme focus on individual student growth.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis.

Root Cause: The staff feels as though this population of parents need more specific training in how to work with their child.

Technology

Technology Summary

All classrooms are outfitted with an interactive projector, document camera, and access to a class set of laptops/iPads to be shared among the grade level. The campus also has a computer lab. Teachers use technology (as a whole) at the Augmentation and Modification levels of the SAMR model. Our 3rd, 4th, and 5th grade students use Google Classroom as the primary tool to facilitate learning. As a campus, it is very common to see students as creators rather than consumers of technology and information.

Technology Strengths

Teachers are exploring different technological avenues to improve learning on a daily basis.

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus does not have enough available student devices to assist in achieving campus goals. **Root Cause:** Lack of available funding

Priority Problem Statements

Problem Statement 1: Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math.

Root Cause 1: Campus is in need of training in the rigor/relevance framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Teacher professional development is minimal.

Root Cause 2: No funding available

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis.

Root Cause 5: The staff feels as though this population of parents need more specific training in how to work with their child.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Buice scored a "B" in their 2019 overall accountability.

Root Cause 6: Lack of systemic personalized professional development opportunities.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: 71% of kindergarten and first grade students were reading at the "tier 1 level" in May 2019 as measured by Istation

Root Cause 7: Insufficient exposure to grade level text.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Students are not meeting the campus target of 45% Mastering grade level assessments

Root Cause 8: Lack of training on how to differentiate to the highest learner.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math.

Root Cause 9: White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Campus had 114 referrals in 2018-2019

Root Cause 10: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Teacher retention continues to be a struggle (75% retention)

Root Cause 11: High demands and a booming economy; lack of affordable housing

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Campus did not meet expectations in achievement for certain sub populations.

Root Cause 12: Lack of funding for PD. Did not have a Coach or reading specialist last school year.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 51% to 55% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will use formal and informal assessments to identify students who are performing at the approaches level. Using that data we will create small groups to focus on the needs of those students helping them to meet grade level.	2.4	The progress of the students will be monitored by short cycle assessments, released STAAR tests, and interim assessments	Students will demonstrate a 53% Meets rate at the 2020 benchmark.				
2) Day tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.	2.4, 2.6	Small group tutors will monitor progress along with short-cycle, interim, and released assessments.	Students will demonstrate a 53% Meets rate at the 2020 benchmark.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 10500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
3) Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.	2.4	Admin	We will see improved scores on the January district benchmark for this sub population.				
4) Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	2.4, 2.5	Admin	improved performance on the January benchmark in all sub-populations in math and reading.				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 5300.00							
5) Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	2.4	admin	improved performance on STAAR meets and masters percentages				
Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 2000.00							
6) Guided reading and guided math will be utilized in all K-5 classrooms	2.4, 2.5	admin/walkthroughs	increase in knowledge and performance in reading and math in all grade levels				
7) Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.	2.4	Admin	Improve targeted instruction in intervention groups, and as a result, student achievement on all benchmark assessments.				
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. Root Cause 1: Campus is in need of training in the rigor/relevance framework.

Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 26% to 30% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.	2.5	Admin/teachers	A higher percentage of students mastering on the benchmark exams and short cycle tests will be the result.				
2) Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.	2.4	Admin	Improvement in domain 3				
3) Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	2.4	Admin	A higher number of students will score in the masters status range on the short cycle assessments, interim assessments and the January released test (benchmark)				
4) Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	2.4	admin	increased percentages of meets and masters status on STAAR.				
5) Guided reading and guided math will be utilized in K-5.	2.4, 2.5	Admin/walkthroughs	increase in student knowledge and performance in math and reading in all grade levels				
6) Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.	2.4	Admin/teachers	This practice will lead to better instruction, and in turn higher rates of achievement on all assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2020.

3rd Grade Math from 36% to 40%

4th Grade Math from 46% to 52%


5th Grade Math from 55% to 60%

Evaluation Data Source(s) 3: 2020 State Accountability


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.	2.4, 2.5	Admin	Increase on meets percentages in each grade level for math on short-cycle, interim assessments, and the January released test.				
2) Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	2.4	Admin	Increased performance on math in 3rd-5th grade benchmark assessments.				
3) Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	2.4	Admin	An increased percentage of students reaching meets and masters status on all STAAR tests.				
4) Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.	2.4	Admin and teachers will monitor	Increased number of students reaching masters status on the benchmark assessments.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) Guided math will be utilized in all grade levels		admin/walkthroughs	increased performance and student knowledge in math in all grade levels.				
6) Teachers will utilize TEKS target in math daily.	2.4	Admin	Increase in knowledge and retention in math and reading for all students K-5.				
7) Teachers in grades 2-5 will utilize the Reflex math computer program.	2.4, 2.5	Admin	Increase in math fact fluency for all students K-5, which will in turn increase performance on short-cycle and benchmark math assessments.				
8) Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.		Admin/ Instructional specialist	Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 66% to 70%.

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	2.4	Admin	increased percentage of students reaching meets and masters on benchmark assessments and STAAR.				
2) Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.	2.4	Teachers and Admin	Increased performance on benchmark assessments including short cycle and released STAAR tests, as well as STAAR test.				




100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Buice retention rates will be 0.1% below state average in all grade levels K-5 by 2020.

Evaluation Data Source(s) 5: District PEIMS Retention Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) RTI will be utilized for all students falling below grade level to fill gaps	2.4	Teacher/admin	students will close gaps and perform on grade level				
2) Guided math and guided reading will be used in all grade levels		Teacher/admin	Students will improve in knowledge and performance in reading and math in all grade levels.				
3) Tutoring will be in place in every grade level Monday-Thursday for a minimum of 30 minutes in small group settings	2.4, 2.5	Admin	Increase in students who are on grade level in math and reading				
4) Day tutors will be hired and in place from September-April to pull small groups K-5 to do targeted intervention.	2.4, 2.5	Admin	Improvement in overall achievement in reading and math				
5) RTI lab will run for all students in RTI from September to May. Students will utilize Study Island to improve their knowledge and performance in reading and math.	2.4	Admin	Students will close achievement gaps and will grow to be on grade level, and therefore will have fewer students who need to be retained.				
Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Title One School-wide - 1100.00							
							

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Campus did not meet expectations in achievement for certain sub populations. Root Cause 2: Lack of funding for PD. Did not have a Coach or reading specialist last school year.


Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 6: Buice student attendance rate will increase from 95.1% to 96.1% by May 2020 (State average was 95.7% in 2017).


Evaluation Data Source(s) 6: District/campus attendance reports


Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will provide individualized support for students that includes interventions and rewards, as well as, consequences to help improve attendance.	2.5, 2.6	Teacher/Counselor/Admin	Increase in attendance rates, and fewer contracts for attendance will be needed.				
2) Attendance contracts will be done on all students reaching the 90% or less threshold on absences.	2.6	Counselor/attendance clerk/teacher/admin	Improved rate of attendance				
3) Attendance incentive will start this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance hero on it.		Counselor/admin	Improved attendance school wide				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.


TELPAS Advanced Level from 37.86% to 42.86%

TELPAS Advanced High Level from 9.9% to 14.9%


Evaluation Data Source(s) 7: TELPAS ratings 2020

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will increase the number of teachers who are ESL certified in order to add strategies to reach EL's		Admin	Increased performance by EL's, specifically on TELPAS. (2 teachers will obtain certification in 2020.)				
2) Guided math and reading will be used in all grade levels	2.4, 2.5	Admin	Improved student knowledge and performance in math and reading				
3) TELPAS data will be tracked quarterly, and student interventions will be done based on data.	2.4	Admin/teachers	TELPAS performance will increase.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Buice Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by May 2020.

3rd Grade Reading from 43% to 48%.

4th Grade Reading from 51% to 58%.

5th Grade Reading from 61% to 65%.





4th Grade Writing from 45% to 50%.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Use of guided reading and guided comprehension in all reading classrooms Use of Target Reading for daily spiral review)		Admin	Increase on reading levels on Istation results, as well as improved performance on benchmark assessments in reading.				
2) Campus create several book clubs to enhance small group conversation about a variety of texts. Principal, AP, and Librarian will all run groups from September to May		Admin	Increased reading knowledge and performance on benchmark assessments and released STAAR test.				
3) Students will use the green screen to create digital book commercials and make book recommendations to an authentic audience.		Library media specialist					
TEA Priorities Build a foundation of reading and math 4) Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	2.4	Admin	Increased performance on benchmark assessments, released STAAR tests, as well as STAAR reading and writing.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
5) Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.	2.4	Admin	Increased performance on all STAAR tests.				
6) Daily use of Bison Book Time for choice reading by students and teachers, including book logging and book conferences between students and teachers.	2.4	Admin	Increase in student interest in reading resulting in an increase in performance on reading/ELA benchmark scores.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Buice Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.


Performance Objective 1: By May 2021, the Buice teacher turnover rate will decrease from 7% to 4% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Utilize culture building strategies such as celebrating teacher successes often using staff brags on assembly and newsletter, having birthday luncheons monthly, and recognizing teacher successes.		Admin	Improved teacher retention				
2) Promote and monitor the school wide CHAMPS implementation to ensure good management and positive classroom cultures, which will in turn, increase teacher retention.		Admin	Improved teacher retention				
3) Campus instructional leaders conduct coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice.	2.4	Admin	This will lead to better instruction and more teacher support, which will improve teacher retention.				
							

Goal 2: Buice Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: Buice will reduce teacher vacancies from 2 in 2018-19 to 0 by the start of the 2020-21 school year.


Evaluation Data Source(s) 2: Entry Survey Data

Exit Survey Data


TAPR Report - Retention

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will work to fill vacancies immediately as they come up through utilizing job fairs and screening applicants online.		Admin	Buice will be fully staffed at the start of each year.				
2) Administrators will attend all job fairs that the district has, and will compile resumes as they are received to have a bank of applicants when needed.		Admin	Reduction of teacher vacancies at the start of the school year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: Buice Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Encourage partnerships with community agencies and individuals as resources for the Buice students, faculty, staff, and their families.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Actively seek out community members to serve on the Buice CIT	3.2	Admin	Increased community voice/input on campus decisions				
2) Buice will continue to encourage families and community members to follow our Facebook page to provide input and be more involved. We currently have 1,596 likes, and our goal is to reach 2,000 likes by the end of the school year.	3.2	Social media administrators	More positive involvement from families and community members.				
3) Teachers will update their campus web-pages weekly to ensure parents/community is getting the most current information	3.1	Admin	Posted weekly updates and usage reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Buice Elementary will provide and promote a safe climate that is conducive to learning.


Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.


Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates


Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Our library media specialist will offer after school clubs based on areas of student interest including minecraft, bluebonnet, 2x2 and coding.	2.5	Media specialist/admin	More engaged learners and more involved students				
2) Coaches will be offering after school sports year round for different sports seasons	2.5	coaches/admin	More student involvement and better health				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 4: Buice Elementary will provide and promote a safe climate that is conducive to learning.


Performance Objective 2: Buice will ensure training for 100% of the staff will occur annually to promote the safety of all students.


Evaluation Data Source(s) 2: Staff sign-in, archived training documents


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will have a trained first responders committee to be available with a plan in case of emergency.		Nurse/admin	A team will quickly respond in the case of an emergency situation.				
2) All staff will be trained in the new emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.		Admin	Buice will be prepared for any emergency situation				
3) Safety drills will be done periodically and any issues will be reviewed and fixed.		Admin	Buice teams, staff, and students will be prepared in the event of an emergency.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 5: Buice Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for all spending options.

Evaluation Data Source(s) 1: Budgets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Data will be utilized to determine the best course for spending when budgeting funds each year.	2.5	Admin/secretary	Funds will be used to support student learning.				
							


Goal 6: Buice Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase student and teacher use of technology through training on strategies to effectively target instruction through apps and technology programs.


Evaluation Data Source(s) 1: app/program usage/ walkthroughs

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Students will participate in reflex math, imagine math, and istation online programs to enhance learning through technology.	2.5	Teachers/admin	Higher use of student technology and increased knowledge in math and reading.				
2) Two rotations of 3rd grade classrooms will be one to one technology in order to increase the use of student and teacher technology to enhance learning. The teachers will utilize their knowledge in technology to train the rest of the school to increase use of technology throughout the campus.	2.5	Teachers/admin	Increase teachers' use of technology as well as students throughout the campus.				
3) Buice's technology specialist will train the campus teachers monthly on apps and programs that can be implemented to enhance learning through technology.	2.5	Technology dept./admin	Increase use of apps and programs through technology to enhance learning.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Buice Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase the use of parent portal activity to 100% by 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Buice will promote the use of parent portal by sending out parent links/facebook posts and will require changes made to be done on parent portal.		Office staff/admin	Increase parent use of parent portal				
2) Teachers will encourage parents to access and utilize parent portal for grade monitoring through parent contacts and notes home.		teachers/admin	increased use of parent portal by Buice families.				

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

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Day tutors for math and reading in all grade levels		\$10,500.00
1	1	4	Forde and Ferrier and Think-up books as resources for math and reading		\$5,300.00
1	1	5	Saturday school		\$2,000.00
1	5	5	Study Island computer program for RTI lab students		\$1,100.00
Sub-Total					\$18,900.00
Grand Total					\$18,900.00

Addendums

School Progress Academic Growth 2018 and beyond

Percent Met or Exceeded Progress years 2017-2019

Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2018	69	67	68	64				66	66
2019		81	78	86				78	80

Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2018	70	70	70	71				73	66
2019		76	71	75				76	87

State Assessment Results-Approaches

3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	73	75	78	70				80	*
2018	77	76	77	68				73	*
2019		76	72	86				67	*

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	77	74	75	72				*	*
2018	78	76	74	*				76	*
2019		72	66	80				63	*

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	70	80	80	80				68	*
2018	73	77	79	74				75	*
2019		86	85	88				73	*

4th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	76	77	78	78				*	*
2018	78	79	78	81				70	*
2019		84	81	94				76	*

4th Writing

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	65	72	73	*				*	*
2018	63	75	78	71				*	*
2019		76	76	75				69	*

5th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	82	80	75	89				76	*
2018	84	87	93	78				83	*
2019		90	89	92				87	*

5th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	87	79	74	89				71	*
2018	91	93	95	*				91	*
2019		88	89	87				87	*

5th Science

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	74	69	*	85				56	*
2018	76	89	90	89				*	*
2019		85	82	92				87	*

State Assessment Results-Meets

3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	45	44	38	51				49	*
2018	43	37	37	26				24	*
2019		43	40	51				33	*

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	49	44	41	49				*	*
2018	47	36	33	*				32	*
2019		36	34	37				20	*

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
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2017	44	52	53	54				45	*
2018	46	52	51	55				43	*
2019		51	49	59				35	*

4th Math									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	47	43	43	44				40	*
2018	49	45	43	48				*	*
2019		46	42	50				33	*

4th Writing									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	34	44	51	*				*	*
2018	39	54	52	55				*	*
2019		45	43	50				35	*

5th Reading									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	48	38	38	39				38	*
2018	54	61	67	51				46	*
2019		61	56	68				51	*

5th Math									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	50	40	36	50				38	*
2018	58	48	48	*				51	*
2019		55	55	54				46	*

5th Science									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	42	41	*	52				35	*
2018	41	51	50	51				*	*
2019		66	65	70				69	*

State Assessment Results-Masters									
3rd Reading									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	29	29	18	42				24	*
2018	25	24	25	16				17	*
2019		22	23	23				25	*

3rd Math									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	26	18	10	28				*	*
2018	23	21	21	*				15	*
2019		19	20	17				2	*

4th Reading									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	24	31	31	31				30	*
2018	24	23	22	24				25	*
2019		26	21	38				15	*

4th Math									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	27	26	28	28				25	*
2018	27	21	19	26				*	*
2019		28	23	34				11	*

4th Writing									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	11	12	13	*				*	*
2018	11	21	19	24				*	*
2019		18	14	22				9	*

5th Reading									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	25	22	21	25				21	*
2018	26	22	22	22				14	*
2019		33	27	43				28	*

5th Math									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	24	22	19	28				24	*
2018	30	15	19	*				14	*
2019		28	27	30				28	*

5th Science									
Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	18	13	*	21				15	*

2018	17	17	17	14				*	*
2019		34	31	38				44	*

Overall Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
Appr		80	77	86				73	30
Meets		46	44	47				34	5
Masters		25	23	27				15	3

Overall Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
Appr		81	79	84				72	37
Meets		51	48	59				40	5
Masters		27	24	35				19	0

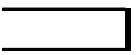
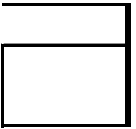
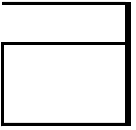
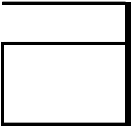
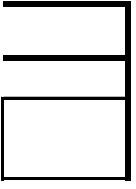
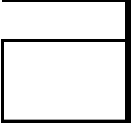
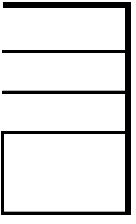
Student Success Initiative – Percent Passing on First Administration

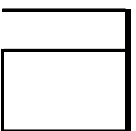
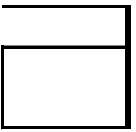
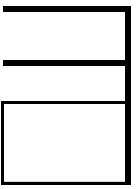
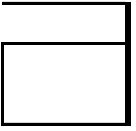
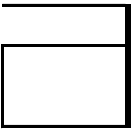
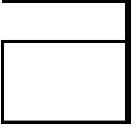
5th Reading

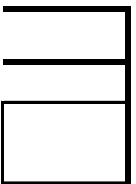
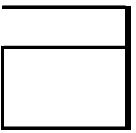
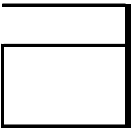
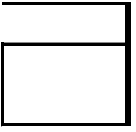
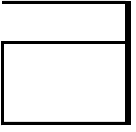
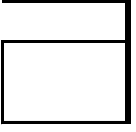
Year	State	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019		79	79	78				78	38
2018		83	85	79				75	25
2017	72	67	62	75				61	38

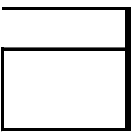
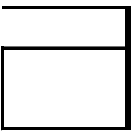
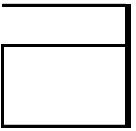
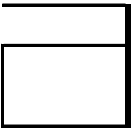
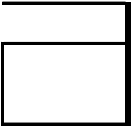
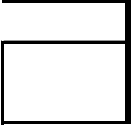
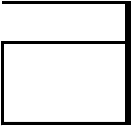
5th Math

Year	State	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019		79	79	78				78	38
2018		84	83	85				75	50
2017	81	73	71	78				68	23









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