

Ector County Independent School District

Lee Buice Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



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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Goal 1 : Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	42
Goal 2 : Invest in Talent: Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	50
Goal 3 : Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	53
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Attendance and demographic data:

https://docs.google.com/document/d/13dZNg-EEHu_zvXIkqNUkvHINIZDEoJe3x2jNRH8u6CA/edit?usp=sharing

Texas Education Agency
PDM3-130-010
v20.3.1

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Tuesday 07/21/2020 1:58 PM
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Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901133 - LEE BUICE EL

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Ethnicity												
Hispanic/Latino	68,093.0	69,324.0	3,293.0	2,525.0	64,800.0	66,799.0	0.0	0.0	64,800.0	66,799.0	95.2%	96.4%
American Indian or Alaska	166.0	166.0	7.0	3.0	159.0	163.0	0.0	0.0	159.0	163.0	95.8%	98.2%
Asian	1,347.0	1,531.0	37.0	69.0	1,310.0	1,462.0	0.0	0.0	1,310.0	1,462.0	97.3%	95.5%
Black or African American	2,559.0	3,599.0	89.0	100.0	2,470.0	3,499.0	0.0	0.0	2,470.0	3,499.0	96.5%	97.2%
Hawaiian or Other Pacific	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	37,197.0	37,220.0	1,809.0	1,211.0	35,388.0	36,009.0	0.0	0.0	35,388.0	36,009.0	95.7%	96.7%
Two or More Races	1,251.0	1,482.0	35.0	49.0	1,216.0	1,433.0	0.0	0.0	1,216.0	1,433.0	97.2%	96.7%
Total	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Gender												
Male	58,134.0	61,514.0	2,725.0	2,084.0	55,409.0	59,430.0	0.0	0.0	55,409.0	59,430.0	95.3%	96.6%
Female	52,479.0	51,808.0	2,345.0	1,873.0	50,134.0	49,935.0	0.0	0.0	50,134.0	49,935.0	95.5%	96.4%
Total	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Special Population												
Special Education	15,555.0	17,098.0	754.0	695.0	14,801.0	16,403.0	0.0	0.0	14,801.0	16,403.0	95.2%	95.9%
Economic Disadvantage	50,618.0	47,821.0	2,635.0	2,115.0	47,983.0	45,706.0	0.0	0.0	47,983.0	45,706.0	94.8%	95.6%
LEP	2,288.0	3,072.0	136.0	86.0	2,152.0	2,986.0	0.0	0.0	2,152.0	2,986.0	94.1%	97.2%
At Risk	34,159.0	44,295.0	1,818.0	1,778.0	32,341.0	42,517.0	0.0	0.0	32,341.0	42,517.0	94.7%	96.0%
Gifted and Talented	14,215.0	12,307.0	567.0	334.0	13,648.0	11,973.0	0.0	0.0	13,648.0	11,973.0	96.0%	97.3%
Migrant	166.0	0.0	5.0	0.0	161.0	0.0	0.0	0.0	161.0	0.0	97.0%	0.0%
Homeless Status	2,929.0	3,396.0	172.0	226.0	2,757.0	3,170.0	0.0	0.0	2,757.0	3,170.0	94.1%	93.3%
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Early Reading Indicator	14,539.0	19,978.0	801.0	882.0	13,738.0	19,116.0	0.0	0.0	13,738.0	19,116.0	94.5%	95.7%
Military Connected	664.0	677.0	14.0	22.0	650.0	655.0	0.0	0.0	650.0	655.0	97.9%	96.8%
Foster Care	480.0	1,236.0	14.0	39.0	466.0	1,197.0	0.0	0.0	466.0	1,197.0	97.1%	96.8%

RDSPD		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total		101,454.0	105,585.0	6,918.0	4,379.0	98,356.0	101,208.0	0.0	0.0	98,356.0	101,208.0	95.0%	95.9%

NOTE: Detail may not add to totals due to rounding.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged student attendance went down from 2018-2019 to 2019-2020 **Root Cause:** More attendance monitoring and consistent contracts needed for students

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	75	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	82	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	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	79	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	*	

School Progress Academic Growth 2018 and beyond

2018	73	77	79	74	75	*
2019	75	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	75	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	67	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	86	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	90	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			*		*

School Progress Academic Growth 2018 and beyond

2019 75 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	45	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	49	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	44	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	48	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			*	*	

School Progress Academic Growth 2018 and beyond

2019 35 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	54	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	58	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	49	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	27	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		*

School Progress Academic Growth 2018 and beyond

2019 25 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	22	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	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	11	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	29	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	36	28	27	30			28		*

School Progress Academic Growth 2018 and beyond

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	24	34	31	38			44	*

Overall Math

Year	State	Campus	H	W	AA	Asian 2 or More	Eco Dis	SPED
Appr	82	80	77	86			73	30
Meets	52	46	44	47			34	5
Masters	26	25	23	27			15	3

Overall Reading

Year	State	Campus	H	W	AA	Asian 2 or More	Eco Dis	SPED
Appr	75	81	79	84			72	37
Meets	48	51	48	59			40	5
Masters	21	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
2019	78	79	79	78			78	38	
2018	79	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	83	79	79	78			78	38	
2018	85	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	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y	Y					Y		N		Y	Y		
% at Meets GL Standard or Above	53%	20%	50%	61%	-	63%	-	*	40%	36%	15%	50%	52%	56%		
# at Meets GL Standard or Above	178	**	107	63	-	5	-	*	53	4	6	4	124	54		
Total Tests (Adjusted)	336	**	215	104	-	8	-	*	132	11	39	8	239	97		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y	N					N		N		Y	Y		
% at Meets GL Standard or Above	47%	20%	45%	49%	-	75%	-	*	34%	36%	18%	25%	48%	46%		
# at Meets GL Standard or Above	159	**	97	51	-	6	-	*	45	4	7	2	114	45		
Total Tests (Adjusted)	337	**	216	104	-	8	-	*	133	11	40	8	240	97		
															10	14
Indicators Growth Status																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y	Y					Y		Y		Y	Y		
Academic Growth Score	80	*	76	85	-	92	-	*	76	100	75	*	79	82		
Growth Points	181.5	*	114.5	57	-	5.5	-	*	69.5	8	21	*	128.5	53		
Total Tests	228	*	150	67	-	6	-	*	91	8	28	*	163	65		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y	Y					Y		Y		Y	Y		
Academic Growth Score	83	*	82	84	-	100	-	*	80	81	86	*	83	84		
Growth Points	190	*	122.5	56.5	-	6	-	*	73	6.5	24	*	135.5	54.5		
Total Tests	228	*	150	67	-	6	-	*	91	8	28	*	163	65		
Total Indicators															14	14
Graduation Rate Status	***															
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target																
Met																
TELPAS																
Progress Rate										64%						
TELPAS																
Progress										7						
TELPAS																
Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target	Y		Y	Y					Y	Y	Y		Y	Y		
Met																
STAAR																
Component Score	54	31	51	58	-	76	-	67	46	54	25	42	53	54		
% at																
Approaches GL Standard or Above	83%	79%	81%	87%	-	95%	-	90%	77%	87%	48%	68%	83%	83%		
% at																
Meets GL Standard or Above	52%	14%	49%	56%	-	73%	-	70%	41%	47%	21%	42%	51%	53%		
% at																
Masters GL Standard	26%	0%	24%	31%	-	59%	-	40%	19%	27%	7%	16%	26%	27%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Tests	911	14	587	278	-	22	-	10	358	30	107	19	644	267		
Total Indicators															8	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met %																
Students meeting CCMR #	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Students meeting CCMR %	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading % Participation	99%	100%	99%	100%	-	100%	-	100%	99%	100%	98%	100%	99%	100%		
# Participants	341	5	217	106	-	8	-	5	134	11	41	8	242	99		
Total Tests	343	5	219	106	-	8	-	5	136	11	42	8	244	99		
Mathematics % Participation	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Participants	342	5	218	106	-	8	-	5	135	11	42	8	243	99		
Total Tests	343	5	219	106	-	8	-	5	136	11	42	8	244	99		

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

<https://docs.google.com/document/d/1Bdw3mfNtnWcTEqldx9mQd-siTjWTYDLKs8HHQflioDs/edit?usp=sharing>

2018 Accountability Report Card

What **MIGHT** it look like for an Elementary School?

Enter Name of Campus	Buice							
Campus Type	Elementary School							
Enter % EcoDis - Fall 2017 Snapshot	41.0							
	Raw Score	Enter Scale Score*	Word Rating	Letter Grade <small>[What If?]</small>	Overall Grade Components	Weight	Total	
Domain I - Student Achievement	48	76	Met Std	C	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	76	70%	53.2
Domain II - School Progress <small>[Overall Scale Score is the BETTER of Part A or Part B]</small>		66	Met Std	D				
Part A - Academic Growth	64	60	Met Std	D				
Part B - Relative Performance	48	66	Met Std	D				
Domain III - Closing the Gaps	40	66	Met Std	D	Domain III Scale Score	66	30%	19.8
Academic Achievement (%age of Indicators Met)	30							

Academic Growth (%age of Indicators Met)	50							
EL Proficiency (%age of Indicators Met)								
Student Success (%age of Indicators Met)	60							
		Overall Score	73					
		Overall Word Rating	Met Std					
		Overall Letter Grade [What If?]	C					
<p><i>* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool</i></p> <p>https://tea.texas.gov/2018scalingresources.aspx</p>								

2020 Release report card

Student Achievement Strengths

We were successful in overall student growth and saw large 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.

We showed growth in domain I from STAAR 2019 to our district benchmark in 2020 by going from a 72 to a 76.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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 continued training in the rigor/relevance framework.

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

Problem Statement 3 (Prioritized): 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation.

Root Cause: Insufficient exposure to grade level text, and school closure for the last 2 months of school.

Problem Statement 4 (Prioritized): 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 (Prioritized): 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

Problem Statement 6 (Prioritized): Special education students are not meeting achievement targets in Domain 3 in any area. **Root Cause:** Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

School Culture and Climate

School Culture and Climate Summary

We take great pride in our climate and culture for students, staff, and parents. We have a lower turnover rate, compared with other schools within our community. We consistently promote celebration, one of our core beliefs, through morning assembly celebrating students and staff members. We have campus wide-expectations through CHAMPS/PBIS.

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 76 discipline referrals at the campus in 2019-2020. 90% of them came from PE, recess, and the school bus.

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 at major school events. We have over 1,750 followers on social media. We had over 85% of our parents register online within the first week of registration this summer. We have a large VIPS program with more than 20 VIPS who were actively engaged on campus weekly before closure in March.

All of the Panorama survey results showed an increase in favorable responses since the last survey in 2017.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus had 76 referrals in 2019-2020 **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.

In 2020, the campus experienced a 12% turnover rate. The exit surveys pointed to job promotions within the district.

https://docs.google.com/document/d/1QcH9brfuJHdbaSsQE_nSFexB_1AEk8ZfiQl-8uoDd8U/edit?usp=sharing

Information for Comprehensive Needs Assessment for Campus 133-Buice Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15			
15/16	1	37	3
16/17	2	38	4
17/18	2	40	4
18/19	2	40	5
19/20	2	41	5

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16			
15/16 to 16/17	100.00%	78.38%	100.00%
16/17 to 17/18	100.00%	65.79%	75.00%
17/18 to 18/19	100.00%	75.00%	60.00%
18/19 to 19/20	50.00%	85.00%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15					
15/16	8.11%	35.14%	10.81%	45.95%	21.62%
16/17	0.00%	47.37%	7.89%	44.74%	23.68%
17/18	0.00%	40.00%	22.50%	37.50%	20.00%
18/19	0.00%	30.00%	22.50%	47.50%	20.00%
19/20	2.44%	26.83%	24.39%	46.34%	17.07%

** Data for each school year is from the Fall PEIMS Data*

Staff Quality, Recruitment, and Retention Strengths

We have only 3 first year teachers going into the 2020-2021 school year. We are still carrying 2 vacancies, (PE and 4th grade)

Our retention rate is up from previous years. We were at 75% in 2019 and are up to 88% in 2020.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher retention continues to be a struggle (88% retention in 2019-2020) **Root Cause:** lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

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. We have also implemented HMH ELAR for the last year in our curriculum for ELAR in all grade levels. In addition, tutoring, balanced literacy, guided math, dyslexia interventions, SPED services, and iStation, and Imagine math are used. Beginning the next school year, we will be using Imagine Reading and Math. Supplemental materials as well as new textbooks are provided to teachers as resources to use along with the scope and sequence are provided. 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. In the coming year, all students will have a device checked out to them to use at school and at home. 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, Imagine math/reading, and unit 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 Imagine math and reading and Study Island 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

Unit 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 (Prioritized): Teacher PD is minimal **Root Cause:** Not enough funding available

Problem Statement 2 (Prioritized): Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math) **Root Cause:** Lack of funding for PD

Parent and Community Engagement

Parent and Community Engagement Summary

70% 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

https://docs.google.com/document/d/1o479s2_Tz_-VHSFv7fNbF1UQ3wjWiHz1i3yJMrTdmo8/edit?usp=sharing

Dr. Lee Buice Elementary

2020-2021 School Calendar

August

- 10th-Meet the teacher
5:00- A-M
- 5:45- N-Z
- 12th- First day of school
- 14th- all beginning of year student paperwork due

September

- 7th - Labor Day- no school
- 15th- Dot Day

October

- 1st- Open House
- 2nd- National Custodial Workers Day
- 4th- Dyslexia Awareness (wear red)
- 12th – No school for students (Columbus Day)
- 26th-30th- Red Ribbon Week

November

- 1st- PTA-National Bison Day
- 11th-15th- Book Fair (online) Dates TBD
- 13th- National Pickle Day! (Bring \$1 for a pickle at lunch)
- 23rd -24th- COVID-19 make-up days
- 25th- 27th- Thanksgiving break

December

- 17th- Class party day
- 17th - Pajama day (\$2)
- 18th- No school for students
- 21st-Jan 1st- Christmas break (no school for students)

January

- 4th- First day back for students
- 18th- MLK Day- No school for students
- 15th- Awards

February

- 10th and 11th Valentine gram fundraiser sale
- 11th- Valentine's Dance (3rd-5th) *Subject to change or cancelation
- 12th- Valentine Party day
- 15th- Bad Weather Day/COVID-19 make-up day
- 23rd – Positive Post-It Day

March

- 2nd - Happy Birthday Dr. Seuss!
- 8th- 12th- Spring Break (no school)
- 20th- Downs Syndrome Awareness (wear fun socks)
- 30th- April 3rd- Book Fair- Online (DATES TBA)

April

- Book Fair- DATES TBA
- 1st- Autism awareness (wear blue)
- 2nd-Good Friday – No school
- 6th- 9th STAAR testing window
- - DEAR Day/Jungle Patrol- dates TBD
- 21st- Administrative Professionals Day
- 23rd -Bad Weather Day/COVID- 19 make-up day

May

- 7th Lunch Hero Appreciation
- 3rd- 7th Teacher Appreciation Week
- 4th-14th- STAAR window
- 12th- Nurses Day
- 17th- Talent show (virtual?)
- 21st- field day
- 24th- field day
- 25th- field day
- 26th – Class party day/Bison Bonanza
- 27th- Awards
- 27th- Last day of school

****All dates/activities subject to change due to COVID-19 restrictions****

Innovate. Collaborate. Celebrate.

Dr. Lee Buice Elementary School

Compact- 2019/2020

Ector County ISD recognizes that our students must possess many skills to be successful leaders of tomorrow. Our citizens must be innovative problem solvers, self-reliant, and literate. Additionally, we recognize the need for us all to have a mutual understanding and respect for one another and our differences in ensuring that our students maximize their potential. In accordance with PL 107-110 Section 1116 (d), this compact outlines how parents/ families, school staff and students share responsibility for improved student academic achievement. Furthermore, the actions outlined in this compact address how the school, parents/ families, & students will build & develop a partnership to achieve academic success toward our state's high academic standards.

ACTIONS TO BE TAKEN BY THE STUDENT:

I will do my best to:

Attend class daily, on time and be prepared to learn

Pay attention during class

Complete work on time

Listen to and follow directions

Turn in all assignments

Come to class with needed materials

Apply skills already learned

Participate in class discussions

Use assignment sheet

Use time productively

Ask questions to make sure I understand

Practice math facts 15 minutes a day

Work cooperatively with others

Read 15-20 minutes a day

- Monitor my grades
- Follow classroom & school rules & expectations
- Study for tests
- Put forth my best effort

Other: _____

Student Signature: _____

ACTIONS TO BE TAKEN BY THE TEACHER:

I will do my best to:

- Provide a high quality curriculum that ensures student success to meet the state's academic achievement standards (PL107-110 Section 1118 (d)(1))
- Provide a safe and caring learning environment (PL 107-110 Section 1118 (d)(1))
- Communicate with students and parents regarding the student's progress on a regular basis (PL 107-110 Section 1118 (d)(2))
- Provide suggestions with ways parents can help their child at home (PL 107-110 Section 1118 (d)(2))
- Conference with each parent annually in elementary schools to discuss this compact as it relates to student's achievement: (PL 107-110 Section 1118 (d)(2)(B))
- Provide support when a student is struggling through using:
 - different instructional strategies to meet child's learning needs
 - individualized lessons when needed
 - computer time for skills development
 - supplementary instructional materials
 - tutoring &/or small group learning opportunities
- Provide progress reports at the following intervals to parents: 3 weeks

___ Be accessible to parents to discuss child's progress during teacher conference hours as established, through email correspondence or phone conference at established times.

Other: _____

Teacher's Signature: _____

ACTIONS TO BE TAKEN BY THE PARENT: (PL 107-110 Section 1118 (d)(1))

I will do my best to:

___ Monitor my child's attendance

___ Ensure my child has completed homework

___ Provide study area and study time

___ Provide homework assistance

___ Monitor TV and phone use

___ Provide positive reinforcement

___ Attend parent/teacher conferences

___ Encourage good attendance

___ Help your student grow to be of good moral character

___ Have positive daily communication with child

___ Volunteer at child's school through VIP's, PTA, etc.

___ Provide set bedtime for adequate sleep

___ Have my child at school on time

___ Communicate concerns with teacher as needed

___ Monitor my child's academic performance

___ Practice math facts with child daily

___ Read with my child daily

___ Myself or a loved one will eat lunch with my child at school

___ Check assignment sheet daily

___ Participate in classroom activities as agreed by teacher and parent

Other: _____

Parent Signature: _____

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP

Ector County ISD does not discriminate on the basis of gender, age, race, nationality, religion, disability, socioeconomic standing or non-proficiency in English language skills in providing educational services for students' benefits.

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. The school utilizes the Buice facebook page to communicate as well and has over 1,750 followers at this time.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis. **Root Cause:** There is a need for more specific training on how to work with their child.

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. Our CIT is active and utilized to make campus decisions in all areas including culture activities, clubs, Bison Book Time etc. We also create a schedule so that tutoring can take place Mon-Thursday in every grade level. All teachers are involved in creating intervention plans for students in their grade level.

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.

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
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 through tutoring 4 days per week, RTI, student clubs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring. **Root Cause:** This population of families may need more specific training on how to work with their child at home.

Problem Statement 2: We have a large staff and student population and need more admin/leadership team members for DDI and observation feedback. **Root Cause:** No Instructional specialist or reading coach on campus

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.

Beginning the 20-21 school year, all students will have a device checked out to them. K-2 teachers will be using SeeSaw as a virtual platform, 3-5 teachers will use Google Classroom as a virtual platform. Teachers and students will be working in a mixed environment of virtual and face-to-face learning. Students and teachers will have the knowledge and skills to go from face-to-face teaching and learning, to virtual teaching and learning at a moment's notice. Teachers are being provided PD to get them ready to use these and other virtual platforms daily in their instructional practice. We have about 30% of our students learning completely remotely. We are waiting to get the rest of our devices so that we can be at 1:1 for all. We have our library media specialist leading our device check-out, assistance with technology resources and digital literacy.

Technology Strengths

Teachers are exploring different technological avenues to improve learning on a daily basis. Students will have one-to-one technology this year. Students and teachers are working to be both face-to-face and virtual teachers and learners!

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and students need additional training on using virtual platforms due to the COVID crisis. **Root Cause:** Lack of time to prepare and train.

Problem Statement 2: We have a need for more devices and for to get all of our areas set up with wifi so that we can utilize all of our spaces for student learning. **Root Cause:** No wifi in portables at this time

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 continued training in the rigor/relevance framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Buice scored a "B" in overall accountability

Root Cause 2: Lack of systemic personalized professional development opportunities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation.

Root Cause 3: Insufficient exposure to grade level text, and school closure for the last 2 months of school.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are not meeting the campus target of 45% Mastering grade level assessments.

Root Cause 4: Lack of training on how to differentiate to the highest learner.

Problem Statement 4 Areas: Student Achievement

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

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Special education students are not meeting achievement targets in Domain 3 in any area.

Root Cause 6: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Campus had 76 referrals in 2019-2020

Root Cause 7: Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Teacher retention continues to be a struggle (88% retention in 2019-2020)

Root Cause 8: lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher PD is minimal

Root Cause 9: Not enough funding available

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math)

Root Cause 10: Lack of funding for PD

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved

with completing school work on a regular basis.

Root Cause 11: There is a need for more specific training on how to work with their child.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring.

Root Cause 12: This population of families may need more specific training on how to work with their child at home.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Teachers and students need additional training on using virtual platforms due to the COVID crisis.

Root Cause 13: Lack of time to prepare and train.

Problem Statement 13 Areas: Technology

Goals

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Buice student attendance rate will increase by 1% from March 2020 to May 2021.

Evaluation Data Sources: District/campus attendance reports

Summative Evaluation: None

Strategy 1: Buice will provide individualized support for students that includes interventions and rewards, as well as, consequences to help improve attendance.		
Strategy's Expected Result/Impact: Increase in attendance rates, and fewer contracts for attendance will be needed.		Formative
Staff Responsible for Monitoring: Teacher/counselor/admin		Oct
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. (students learning remotely will still be counted as present)		
Strategy's Expected Result/Impact: Increase in attendance rates and fewer contracts for attendance will be needed, especially since students can still be in attendance while learning remotely		Formative
Staff Responsible for Monitoring: Counselor/attendance clerk/teacher admin		Oct
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

Strategy 3: Attendance incentive will continue 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 and will be posted on the website/social media page.





Strategy's Expected Result/Impact: improved attendance		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: counselor/admin		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Student culture and academic success





Summative Evaluation: None

Strategy 1: Implement free feeding to all elementary students.		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: district/campus administration		Oct
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Buice Elementary School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: inventory of student technology and check out for those learning remotely





Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all.	
Strategy's Expected Result/Impact: Students will be able to continue learning from the classroom, or remotely at any time or place.	Formative
Staff Responsible for Monitoring: Administration/teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Technology 1	May
Funding Sources: SeeSaw premium package Title One School-wide \$1,800	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Technology	
Problem Statement 1: Teachers and students need additional training on using virtual platforms due to the COVID crisis. Root Cause: Lack of time to prepare and train.	

Performance Objective 4: Buice Elementary school will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: students will be successful and healthy including social and emotional needs

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.	
Strategy's Expected Result/Impact: Students who are healthy socially, emotionally, as well as academically successful	Formative
Staff Responsible for Monitoring: counselor/admin/teacher	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 1: Campus had 76 referrals in 2019-2020 Root Cause: Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.	

Performance Objective 5: Buice Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: training sign-ins, training documents, documentation of counseling lessons

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.	
Strategy's Expected Result/Impact: Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring.	Formative
Staff Responsible for Monitoring: Counselor/teachers/admin	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	May
ESF Levers: None	
Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures	
Strategy's Expected Result/Impact: Awareness of staff on procedures and processes for identifying and intervening in crisis situations	Formative
Staff Responsible for Monitoring: teachers/counselor/admin	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	May
ESF Levers: None	

Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS.

Strategy's Expected Result/Impact: School-wide implementation of CHAMPS and fewer discipline issues/referrals	Formative
Staff Responsible for Monitoring: teachers/admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed.

Strategy's Expected Result/Impact: Staff and students will be prepared in the event of an emergency.	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 5: All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.

Strategy's Expected Result/Impact: Staff and students will be prepared for any emergency situation.	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: Buice Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships

Strategy 1: Actively seek out community members to serve on the Buice CIT		
Strategy's Expected Result/Impact: Increased community voice/input on campus decisions		Formative
Staff Responsible for Monitoring: None		Oct
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 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 1,744 likes, and our goal is to reach 2,000 likes by the end of the school year.		
Strategy's Expected Result/Impact: More positive involvement from families and community members.		Formative
Staff Responsible for Monitoring: Admin		Oct
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May

Strategy 3: Teachers will have at least two parent/teachers conferences either by phone/zoom or in person that will include parent/school involvement, as well as student achievement specific to each individual student. Teachers will utilize a student progress folder throughout the year.

Strategy's Expected Result/Impact: More positive involvement from families	Formative
Staff Responsible for Monitoring: Admin/teachers	Oct
Title I Schoolwide Elements: 3.1	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Parent and Community Engagement 1 School Context and Organization 1	May
Funding Sources: Title One School-wide \$500	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Parent and Community Engagement

Problem Statement 1: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis. **Root Cause:** There is a need for more specific training on how to work with their child.

School Context and Organization

Problem Statement 1: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring. **Root Cause:** This population of families may need more specific training on how to work with their child at home.

Goal 2: Invest in Talent: Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher turnover rate will decrease from 12% to 5% in 2020-2021

Evaluation Data Sources: TAPR

System Data

Exit survey data

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as celebrating teacher successes often using staff brags on newsletter and social media, having birthday luncheons monthly, and recognizing teacher successes.	
Strategy's Expected Result/Impact: improved teacher retention	Formative
Staff Responsible for Monitoring: Admin/sunshine committee	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Promote and monitor the school wide CHAMPS implementation to ensure good management and positive classroom cultures, which will in turn, increase teacher retention.	
Strategy's Expected Result/Impact: improved teacher retention	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: School Culture and Climate 1 Staff Quality, Recruitment, and Retention 1	May
Funding Sources: None	

Strategy 3: Campus instructional leaders conduct observation feedback coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice.

<p>Strategy's Expected Result/Impact: This will lead to better instruction and more teacher support, which will improve teacher retention.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Culture and Climate

Problem Statement 1: Campus had 76 referrals in 2019-2020 **Root Cause:** Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.





Staff Quality, Recruitment, and Retention

Problem Statement 1: Teacher retention continues to be a struggle (88% retention in 2019-2020) **Root Cause:** lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

Performance Objective 2: In 2020-21, Buice Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: documentation of walk-throughs, observation feedback meetings, and DDI

Summative Evaluation: None





Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	
Strategy's Expected Result/Impact: improvement in instruction and teacher support as well as collaboration between teachers and administrators and teachers Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 2.5 TEA Priorities: Build a foundation of reading and math ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Problem Statements: None Funding Sources: None
	Formative
	Oct
	Jan
	Mar
	Summative
	May
Strategy 2: Each grade level will participate in data driven instruction collaboration meetings with their grade level teams twice per month.	
Strategy's Expected Result/Impact: improvement in instruction and learning in the classroom Staff Responsible for Monitoring: Admin Title I Schoolwide Elements: 2.4 TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Problem Statements: Technology 1 Funding Sources: None
	Formative
	Oct
	Jan
	Mar
	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Technology	
Problem Statement 1: Teachers and students need additional training on using virtual platforms due to the COVID crisis. Root Cause: Lack of time to prepare and train.	

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-5 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment reports

Summative Evaluation: None

Strategy 1: Students who are struggling will participate in tutoring, RTI and intervention weekly in order to reach grade level potential.	
Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing.	Formative
Staff Responsible for Monitoring: Teachers/admin	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 3	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 3: 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation. Root Cause: Insufficient exposure to grade level text, and school closure for the last 2 months of school.	

Performance Objective 2: Students achieving the Meets Standard on state assessments will increase from 51% to 55% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability

Summative Evaluation: None

Strategy 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.	
Strategy's Expected Result/Impact: Students will demonstrate a 53% meets rate at the 2021 benchmark	Formative
Staff Responsible for Monitoring: The progress of the students will be monitored by unit assessments, released STAAR tests	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Day tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.	
Strategy's Expected Result/Impact: Students will demonstrate a 53% Meets rate at the 2020 benchmark.	Formative
Staff Responsible for Monitoring: Small group tutors will monitor progress along with assessment data.	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2	May
Funding Sources: Title One School-wide \$10,500	

Strategy 3: Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.	
Strategy's Expected Result/Impact: We will see improved scores on the January district benchmark for this sub population	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 5 Curriculum, Instruction, and Assessment 2	May
Funding Sources: None	
Strategy 4: Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	
Strategy's Expected Result/Impact: improved performance on the January benchmark in all sub-populations in math and reading.	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 2, 5	May
Funding Sources: Title One School-wide \$1,750	
Strategy 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.	
Strategy's Expected Result/Impact: improved performance on STAAR meets and masters percentages	Formative
Staff Responsible for Monitoring: admin	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 2, 4, 5	May
Funding Sources: Title One School-wide \$2,000	

Strategy 6: Guided reading and guided math will be utilized in all K-5 classrooms

Strategy's Expected Result/Impact: increased knowledge in reading and math in all grade levels	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: admin/walk throughs	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.

Strategy's Expected Result/Impact: Improve targeted instruction in intervention groups, and as a result, student achievement on all benchmark assessments	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Problem Statements: Student Achievement 6	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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:** Campus is in need of continued training in the rigor/relevance framework.

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

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

Problem Statement 6: Special education students are not meeting achievement targets in Domain 3 in any area. **Root Cause:** Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Curriculum, Instruction, and Assessment

Problem Statement 2: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math) **Root Cause:** Lack of funding for PD

Performance Objective 3: Students achieving the Masters Standard on state assessments will increase from 26% to 30% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: A higher percentage of students mastering on the benchmark exams will be the result.	Formative
Staff Responsible for Monitoring: Admin/teachers	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Summative
	May

Strategy 2: Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.

Strategy's Expected Result/Impact: Improvement in Domain 3	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	May

Strategy 3: Forde and Ferrier and think up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: A higher number of students will score in the masters status range on the benchmark assessments in the fall and the district benchmark in January.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 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.

Strategy's Expected Result/Impact: increased percentages of meets and masters status on STAAR

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 5: Guided reading and guided math will be utilized in K-5

Strategy's Expected Result/Impact: increase student knowledge in the areas of math and reading in all grade levels.

Staff Responsible for Monitoring: admin/walkthroughs

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 2: Effective, Well-Supported Teachers,
Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 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.

<p>Strategy's Expected Result/Impact: This practice will lead to better instruction, and in turn, higher rates of achievement on all assessments.</p> <p>Staff Responsible for Monitoring: Admin/teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

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

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2021.

3rd Grade Math from 36% to 40%

4th Grade Math from 46% to 52%

5th Grade Math from 55% to 60%

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 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.	
Strategy's Expected Result/Impact: Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.	
Strategy's Expected Result/Impact: Increased performance on 3rd-5th math benchmark assessments	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 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.





Strategy's Expected Result/Impact: An increased percentage of students reaching meets and masters status on all STAAR tests.	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 4: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content.

Strategy's Expected Result/Impact: Increase number of students reaching meets status on the math benchmark assessments	Formative
Staff Responsible for Monitoring: Teachers/admin	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Guided math will be utilized in all grade levels.





Strategy's Expected Result/Impact: Increased performance and student knowledge in math in all grade levels	Formative
Staff Responsible for Monitoring: admin/walkthroughs	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 6: Teachers will utilize TEKS target in math daily.	
Strategy's Expected Result/Impact: Increase in knowledge and retention in math for all students K-5.	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 7: Teachers in grades 2-5 will utilize the Reflex math computer program.	
Strategy's Expected Result/Impact: Increase in math fact fluency for all students K-5, which will in turn increase performance on benchmark math assessments and released tests.	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 8: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.	
Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2021. 5th Science from 66% to 70%.

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 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.	
Strategy's Expected Result/Impact: increased percentage of students reaching meets and masters on benchmark assessments and STAAR.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at "meets status" on the grade level content.	
Strategy's Expected Result/Impact: Increased performance on the benchmark assessments and STAAR test	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4	
TEA Priorities: None	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: Buice retention rates will be 0.1% below state average in all grade levels K-5 by 2021.

Evaluation Data Sources: District PEIMS Retention Report

Summative Evaluation: None

Strategy 1: RTI will be utilized for all students falling below grade level to fill gaps	
Strategy's Expected Result/Impact: students will close gaps and perform on grade level	Formative
Staff Responsible for Monitoring: Teachers/Admin	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Tutoring will be in place in every grade level Monday-Thursday for a minimum of 30 minutes in small group settings	
Strategy's Expected Result/Impact: Increase in students who are on grade level in math and reading	Formative
Staff Responsible for Monitoring: Admin	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	


Strategy 3: Day tutors will be hired and in place from September-April to pull small groups K-5 to do targeted intervention.


Strategy's Expected Result/Impact: Improvement in overall achievement in reading and math	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: None	Jan
	Mar
	Summative
	May

Strategy 4: 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.

Strategy's Expected Result/Impact: Students will close achievement gaps and will grow to be on grade level, and therefore will have fewer students who need to be retained.	Formative
Staff Responsible for Monitoring: Admin	
Title I Schoolwide Elements: 2.4	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Oct
Funding Sources: Title One School-wide \$1,100	Jan
	Mar
	Summative
	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 7: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS ratings 2021

Summative Evaluation: None

Strategy 1: Buice will increase the number of teachers who are ESL certified in order to add strategies to reach EL's		
Strategy's Expected Result/Impact: Increased performance by EL's, specifically on TELPAS. (2 teachers will obtain certification in 2021.)		Formative
Staff Responsible for Monitoring: Admin		Oct
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		May
ESF Levers: None		
Strategy 2: TELPAS data will be tracked quarterly, and student interventions will be done based on data.		
Strategy's Expected Result/Impact: TELPAS performance will increase.		Formative
Staff Responsible for Monitoring: Admin/teachers		Oct
Title I Schoolwide Elements: 2.4		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		May
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 8: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by May 2021.

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 Sources: State Accountability

Summative Evaluation: None

Strategy 1: Use of guided reading and guided comprehension in all reading classrooms (Use of Target Reading for daily spiral review)	
Strategy's Expected Result/Impact: Increase on reading levels as well as improved performance on benchmark assessments in reading.	Formative
Staff Responsible for Monitoring: Admin/teachers	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	May
ESF Levers: None	
Strategy 2: Campus will 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	
Strategy's Expected Result/Impact: Increased reading knowledge and performance on benchmark assessments and STAAR test.	Formative
Staff Responsible for Monitoring: None	Oct
Title I Schoolwide Elements: 2.5	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math	Summative
Funding Sources: None	May
ESF Levers: None	

Strategy 3: Students will use the green screen to create digital book commercials and make book recommendations to an authentic audience.

Strategy's Expected Result/Impact: Create a love of reading and increased reading knowledge in students resulting in higher performance on assessments.

Staff Responsible for Monitoring: Library media specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 4: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: Increased performance on benchmark assessments and released tests.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 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.

Strategy's Expected Result/Impact: Increased performance on all STAAR tests

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Jan


Mar

Summative

May

Strategy 6: Daily use of Bison Book Time for choice reading by students and teachers, including book logging and book conferences between students and teachers.

Strategy's Expected Result/Impact: Increase in student interest in reading resulting in an increase in performance on reading/ELA benchmark scores		Formative
Staff Responsible for Monitoring: Admin/teachers		
Title I Schoolwide Elements: 2.4	Problem Statements: None	Oct
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	SeeSaw premium package		\$1,800.00
1	6	3			\$500.00
3	2	2			\$10,500.00
3	2	4			\$1,750.00
3	2	5			\$2,000.00
3	6	4			\$1,100.00
Sub-Total					\$17,650.00
Grand Total					\$17,650.00

Addendums