

Ector County Independent School District

Lee Buice Elementary

2021-2022 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

Priority Problem Statements

Problem Statement 1: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR.

Root Cause 1: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR)

Root Cause 2: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 3: Students are not meeting the campus target of 45% mastering grade level assessments.

Root Cause 3: Lack of training on how to differentiate to the highest learner.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: In 2019, Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math.

Root Cause 4: Campus is in need of continued training in rigorous instruction as well as continued individualized intervention plans.

Problem Statement 4 Areas: Student Achievement - Student Learning

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 - Student Learning

Problem Statement 6: 1st and 2nd grade MAP growth scores are well below projection for student growth.

Root Cause 6: Campus and grade levels are in need of training for individualizing learning and intervention plans for every student.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 7: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math)

Root Cause 7: Lack of funding for PD, a need for differentiation for every student from the highest learner to the lowest level learner.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 8: Attendance in all demographics, specifically economically disadvantaged went down two years in a row.

Root Cause 8: More attendance monitoring and consistent contracts needed for students.

Problem Statement 8 Areas: Demographics - Demographics

Problem Statement 9: Teacher retention continues to be a struggle (81% in 20-21)

Root Cause 9: lack of affordable housing/teacher shortage/teachers taking promotions and leaving the classroom

Problem Statement 9 Areas: Demographics - Staff Quality, Recruitment, and Retention - Demographics

Problem Statement 10: Campus had a considerable increase in referrals this year, specifically this spring.

Root Cause 10: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground. An adjustment in scheduling is needed due to increase in student numbers.

Problem Statement 10 Areas: School Culture and Climate - School Processes & Programs

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: Parents need more training on virtual tools and how to work with their child at home.

Problem Statement 11 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

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 more of a struggle in 20-21 getting parents to participate virtually.

Root Cause 12: Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online.

Problem Statement 12 Areas: School Culture and Climate - School Context and Organization - School Processes & Programs - Perceptions

Problem Statement 13: Teacher PD is minimal

Root Cause 13: Not enough funding or PD time available

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 14: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology.

Root Cause 14: Lack of training for students on digital citizenship in 20-21.





Problem Statement 14 Areas: Technology - Student Learning - School Processes & Programs

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 May 2021 to May 2022.

Evaluation Data Sources: District/campus attendance reports

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Teacher/counselor/admin Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. Strategy's Expected Result/Impact: Increase in attendance rates and fewer contracts for attendance will be needed as the school year progresses Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/admin	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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 Staff Responsible for Monitoring: Counselor/admin	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance in all demographics, specifically economically disadvantaged went down two years in a row. Root Cause: More attendance monitoring and consistent contracts needed for students.

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 2: Buice Elementary School will continue to develop the implementation of technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: inventory of student technology and check out

Strategy 1 Details	Reviews			
<p>Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all.</p> <p>Strategy's Expected Result/Impact: Students will be able to learn and teachers will be able to teach utilizing a blended learning model efficiently.</p> <p>Staff Responsible for Monitoring: Admin/teachers/library media specialist</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3 - Technology 1</p> <p>Funding Sources: SeeSaw Premium - Title One School-wide - \$1,800</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 9: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology. Root Cause: Lack of training for students on digital citizenship in 20-21.</p>
School Processes & Programs
<p>Problem Statement 3: Large number of damaged devices and a moderate number of referrals for inappropriate use of technology. Root Cause: Lack of training for students on digital citizenship in 20-21.</p>

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 3: 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.





Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Counselor/admin/teacher	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 4: Buice Elementary will provide a safe and supportive learning environment.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor/teachers/admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Awareness of staff on procedures and processes for identifying and intervening in crisis situations.</p> <p>Staff Responsible for Monitoring: Teachers/counselor/admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS.</p> <p>Strategy's Expected Result/Impact: School-wide implementation of CHAMPS and fewer discipline issues/referrals</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Problem Statements: School Culture and Climate 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed.</p> <p>Strategy's Expected Result/Impact: Staff and students will be prepared in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
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. Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus had a considerable increase in referrals this year, specifically this spring. Root Cause: Lack of CHAMPS/PBIS implementation on the bus, in PE, and on the playground. An adjustment in scheduling is needed due to increase in student numbers.

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

Evaluation Data Sources: PTA attendance, facebook likes

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 2,500 likes by the end of the school year. Strategy's Expected Result/Impact: More positive involvement from families and community members Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will have at least two parent/teacher 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, and as a result more success with students Staff Responsible for Monitoring: Admin/teachers Title I Schoolwide Elements: 3.2 Problem Statements: School Culture and Climate 2, 3 - School Processes & Programs 2 - Perceptions 1, 2 - Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: Red folders and supplies to fill them - Title One School-wide - \$500	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 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 more of a struggle in 20-21 getting parents to participate virtually. Root Cause: Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online.</p>

Perceptions





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:** Parents need more training on virtual tools and how to work with their child at home.

Problem Statement 2: 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 more of a struggle in 20-21 getting parents to participate virtually. **Root Cause:** Parents need more training on how to work with students and home and more training on utilizing virtual tools when meetings are online.

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 26% to 10% in 2021-2022

Evaluation Data Sources: TAPR/System Data/Exit survey data

Strategy 1 Details	Reviews			
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 Staff Responsible for Monitoring: Admin/sunshine committee	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 Staff Responsible for Monitoring: Admin	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: This will lead to better instruction and more teacher support, which will improve teacher retention. Staff Responsible for Monitoring: Admin/leadership team Problem Statements: Demographics 2 - Demographics 2 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Teacher retention continues to be a struggle (81% in 20-21) Root Cause: lack of affordable housing/teacher shortage/teachers taking promotions and leaving the classroom

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 2: In 2021-22, Buice Elementary School will offer a job-embedded, personalized professional learning system for teachers that will result in an increase on staff perception of feedback and coaching through the panorama survey. We will strive to show an increase on the panorama survey in the area of feedback and coaching from 64% to 75%.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus administrator and the instructional coach will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improvement in instruction and teacher support as well as collaboration between teachers and administrators and teachers</p> <p>Staff Responsible for Monitoring: Admin/Instructional coach</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will participate in data driven instruction collaboration meetings with their grade level teams twice per month.</p> <p>Strategy's Expected Result/Impact: Improvement in instruction and learning in the classroom</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Every Buice teacher will set goals with principal, assistant principal, and/or instructional coach using high leverage strategies to improve instruction in the area of rigor or management throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improvement in instruction and learning, as well as increased feeling of support by the teachers in the area of feedback and coaching.</p> <p>Staff Responsible for Monitoring: admin/instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. Buice Elementary 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students who are struggling will participate in intervention weekly through tutoring, RTI and in class intervention in order to reach grade level potential.</p> <p>Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Problem Statements: Student Achievement 6 - Student Learning 6 - Curriculum, Instruction, and Assessment 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 6: 1st and 2nd grade MAP growth scores are well below projection for student growth. Root Cause: Campus and grade levels are in need of training for individualizing learning and intervention plans for every student.</p>

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 65% of Buice Students will meet their growth target from BOY to EOY measured by the MAP assessment

Evaluation Data Sources: MAP assessment reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in intervention through an individualized plan utilizing the MAP assessment results (individual student profile report).</p> <p>Strategy's Expected Result/Impact: Students will meet their growth target on the EOY MAP assessment.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 3: Students achieving the Meets Standard on state assessments will increase to 55% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate a 53% meets rate at the 2022 benchmark</p> <p>Staff Responsible for Monitoring: The progress of the students will be monitored by unit assessments, released STAAR tests</p> <p>Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 1, 5 - Student Learning 1, 5 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Day tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate a 53% meets rate at the 2022 benchmark.</p> <p>Staff Responsible for Monitoring: Small group tutors will monitor progress along with assessment data.</p> <p>Funding Sources: Day tutors - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.</p> <p>Strategy's Expected Result/Impact: improved performance on the January benchmark in all sub-populations in math and reading.</p> <p>Funding Sources: Forde and Ferrier - Title One School-wide - \$3,700</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: improved performance on STAAR meets and masters percentages</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: - Title One School-wide - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: 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. Staff Responsible for Monitoring: Admin/walkthroughs	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: 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 Staff Responsible for Monitoring: Admin/leadership team	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 3: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) Root Cause: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.
Student Learning
Problem Statement 1: In 2019, 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 rigorous instruction as well as continued individualized intervention plans.
Problem Statement 5: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) Root Cause: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Students achieving the Masters Standard on state assessments will increase to 35% across all tested grade levels and content areas by May 2022.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Admin/teachers</p> <p>Problem Statements: Student Achievement 3 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: - Title One School-wide - \$19,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: increased percentages of meets and masters status on STAAR</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Student Achievement 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Guided reading and guided math will be utilized in K-5.</p> <p>Strategy's Expected Result/Impact: increase student knowledge in the areas of math and reading in all grade levels.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. (DDI) These gaps will drive the creation of re-teach plans.</p> <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>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: In 2019, 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 rigorous instruction as well as continued individualized intervention plans.</p> <p>Problem Statement 2: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR. Root Cause: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level.</p> <p>Problem Statement 3: 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.</p>

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2022.

3rd Grade Math from 17% to 30%





4th Grade Math from 27% to 35%

5th Grade Math from 50% to 60%

Evaluation Data Sources: 2022 State Accountability

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 4, 7 - Student Learning 4, 8 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance on 3rd-5th math benchmark assessments</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: An increased percentage of students reaching meets and masters status on all STAAR tests.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased number of students reaching meets status on the math benchmark assessments</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Guided math will be utilized in all grade levels.</p> <p>Strategy's Expected Result/Impact: Increased performance and student knowledge in math in all grade levels</p> <p>Staff Responsible for Monitoring: Admin/walkthroughs</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize TEKS target in math daily.</p> <p>Strategy's Expected Result/Impact: Increase in knowledge and retention in math for all students K-5.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers in grades 2-5 will utilize the Reflex math computer program.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.</p> <p>Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.</p> <p>Staff Responsible for Monitoring: Admin/leadership team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: All Buice teachers will utilize "Do the Math" for math intervention weekly. Strategy's Expected Result/Impact: Increased achievement for struggling learners in math Staff Responsible for Monitoring: Teachers/admin Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 4: 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</p> <p>Problem Statement 8: 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, a need for differentiation for every student from the highest learner to the lowest level learner.</p>

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 11% by May 2022. 5th Science from 39% to 50%.

Evaluation Data Sources: 2022 State Accountability





Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: increased percentage of students reaching meets and masters on benchmark assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance on the benchmark assessments and STAAR test in science</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 7: Buice retention rates will be 0.1% below state average in all grade levels K-5 by May 2022.

Evaluation Data Sources: District PEIMS Retention Report

Strategy 1 Details	Reviews			
<p>Strategy 1: RTI will be utilized for all students falling below grade level to fill gaps. (Both after school labs and during school intervention)</p> <p>Strategy's Expected Result/Impact: Students will close gaps and perform on grade level.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: After school tutoring will be in place in every grade level Monday-Thursday for a minimum of 30 minutes in small group settings.</p> <p>Strategy's Expected Result/Impact: Increase in students who are on grade level in math and reading</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Demographics 3 - Student Achievement 1, 2, 5 - Student Learning 1, 2, 5 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Day tutors will be hired and in place from September-April to pull small groups K-5 to do targeted intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in overall achievement in reading and math</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Study Island - Title One School-wide - \$1,100</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize LLI kits for small-group reading intervention during an allotted intervention time daily.</p> <p>Strategy's Expected Result/Impact: Students will close achievement gaps and will grow to be on grade level, and therefore we will have fewer students who need retention.</p> <p>Staff Responsible for Monitoring: Teachers/ IC/admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 3: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) Root Cause: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.</p>
Student Learning
<p>Problem Statement 1: In 2019, 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 rigorous instruction as well as continued individualized intervention plans.</p>
<p>Problem Statement 2: Buice had a decrease in achievement from 2019 STAAR to 2021 STAAR. Root Cause: Lack of systemic personalized professional development opportunities and a need for consistent intervention for every student on every level.</p>
<p>Problem Statement 5: Special education students are not meeting achievement targets in Domain 3 in any area. (reaching meets or masters on STAAR) Root Cause: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.</p>

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2021-2022.

Evaluation Data Sources: TELPAS Ratings 2022

Strategy 1 Details	Reviews			
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. Staff Responsible for Monitoring: Admin ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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. Staff Responsible for Monitoring: Admin/teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. Buice Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 9: Students achieving the Meets Standard on the state assessments in Reading will increase by May 2022.





3rd Grade Reading from 34% to 48%.

4th Grade Reading from 26% to 40%.

5th Grade Reading from 42% to 55%.

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Use of guided reading and guided comprehension in all reading classrooms Use of Target Reading for daily spiral review)</p> <p>Strategy's Expected Result/Impact: Increase on reading levels as well as improved performance on benchmark assessments in reading.</p> <p>Staff Responsible for Monitoring: Teachers/admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will create several book clubs to enhance small group conversation about a variety of texts. Principal, AP's, IC and Librarian will all run groups from September to May.</p> <p>Strategy's Expected Result/Impact: Increased reading knowledge and performance on benchmark assessments and STAAR test.</p> <p>Staff Responsible for Monitoring: Admin/leadership team</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will use the green screen to create digital book commercials and make book recommendations to an authentic audience.</p> <p>Strategy's Expected Result/Impact: Create a love of reading and increased reading knowledge in students resulting in higher performance on assessments.</p> <p>Staff Responsible for Monitoring: Library media specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance on benchmark assessments and released tests.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student interest in reading resulting in an increase in performance on reading/ELA benchmark scores</p> <p>Staff Responsible for Monitoring: Teachers/admin</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize LLI kits for small group reading intervention weekly targeting struggling learners.</p> <p>Strategy's Expected Result/Impact: Increase in RTI student achievement and success in reading</p> <p>Staff Responsible for Monitoring: Teachers/ IC/admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SeeSaw Premium		\$1,800.00
1	5	3	Red folders and supplies to fill them		\$500.00
3	3	2	Day tutors		\$15,000.00
3	3	3	Forde and Ferrier		\$3,700.00
3	3	4			\$2,000.00
3	4	2			\$19,000.00
3	7	4	Study Island		\$1,100.00
Sub-Total					\$43,100.00
Grand Total					\$43,100.00

Addendums