

Cityscape Schools

Buckner Preparatory

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Cityscape Schools Mission:

Cityscape Schools exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. Cityscape students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

Campus Mission:

At Buckner Preparatory, we are committed to promoting the growth and success of every student. In collaboration with students, parents, teachers, and the community, Buckner Preparatory will provide a rigorous academic environment that will challenge each student to achieve academic excellence through programs that will empower our students to be bilingual, bi-literate, and bicultural thinkers and leaders. We are committed to providing a climate that fosters positive self-esteem, cross-cultural attitudes, cooperation, and excellence.

Vision

Cityscape Schools Vision:

The vision of Cityscape Schools is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

Campus Vision:

At Buckner Preparatory, our students will develop the skills, knowledge, attitudes, and values to become critical thinkers and productive members and leaders of their community.

Core Beliefs

At Cityscape Schools, we believe that:

- Families are charged with the primary responsibility for the comprehensive well-being of their children and the district must therefore work in partnership with the family.
- The greatest need of the students is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of the district is that all students are college bound.
- The district will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college.
- The district will provide students with developmentally appropriate instruction that addresses the spiritual, academic, intellectual, social, emotional, physical, and creative needs of its students.
- All students have the potential to serve their community and their fellow man as leaders and role models.
- All students deserve a high-quality college bound education regardless of their zip code.

Students will:

- Model their lives after adults exhibiting wisdom, character, and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Develop healthy relationships.
- Know that they are loved and respected in all circumstances and by all faculty and staff.
- Recognize the human body as a temple with the implications this brings regarding health, fitness, and lifestyle choices.
- Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.
- Remain faithful to the values learned at Cityscape Schools in the face of pressure to compromise.

Campus Core Beliefs

At Buckner Preparatory it is our belief that Excellence is not an Act, but a Habit! Every student can learn and by working together with parents, we can ensure success for each student by honoring the BP Way of P.R.I.D.E. (Perserverance, Respect, Integrity, Determination, Excellence)

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Comprehensive Needs Assessment

Revised/Approved: September 3, 2020

Demographics

Demographics Summary

Cityscape Schools is a twelfth generation open-enrollment charter school-district that was created to offer an oasis for at-risk children in the geographical area of East Dallas. Buckner Preparatory was strategically located in the Pleasant Grove area of Dallas, so that it could be an information and opportunity center for families within the community. Buckner Preparatory opened its doors in the fall of 2019 with 202 students in grades PK(3) through third grade. The campus provided a comprehensive academic program that included General Education services, Dual Language education services, Bilingual education services, PE, Technology, counseling services, Special Education and Speech services, Dyslexia services, Section 504 services, English as a Second Language (ESL) services, and Gifted and Talented (GT) services. The student population for 2019-2020 school year was approximately 29% African American, 63% Hispanic, less than 1% White, and less than 1% American Indian, Hawaiian/Native Pacific, and Asian. About 95% of our students were economically disadvantaged, 9% of our students received Special Education services, and 43% of our students comprised of English Learners (ELs). The student gender distribution included 96 females and 106 males. The 2019-2020 average student attendance rate for the campus was 92%.

It is our goal that highly qualified and effective personnel be recruited, trained, and retained, with educators keeping abreast of the development of creative and innovating techniques in instruction to optimize student engagement and learning. There were a total of 25 staff members on campus for the 2019-2020 school year, with 96% of them female and 4% of them male. Of the 8 homeroom classroom teachers, 5 were new to the teaching profession. The current BP staff included 2 PreK teachers, 2 Kindergarten teachers, 2 First grade teachers, 1 Second grade teacher, 1 Third grade teacher, and 1 Special Education/Inclusion teacher. Professional support staff consisted of 1 District Instructional Coach and 1 District Counselor. The staff was also comprised of 11 instructional paraprofessionals which included 2 PreK Instructional Assistants, 4 PreK Teacher Assistants, 1 Special Education Instructional Assistant, 3 General Education Instructional Assistants, and 1 Bilingual Teacher Assistant. The campus administrative team consisted of the Principal and 1 Assistant Principal that was shared with the sister campus at EGP. The office staff consisted of an administrative assistant, PEIMS registrar, and nurse's aide. During the 2019-2020 school year, 5 out of the 8 classroom teachers were deemed highly qualified. 3 teachers were completing their alternative certification program requirements.

Buckner Preparatory will begin its 2nd year in its current edifice, with 100% of its staff returning for the 2020-2021 school year. BP will have two new teachers and a new full time Assistant Principal. With the addition of two classrooms (2nd and 4th grade) for the 2020-2021

school year, we will serve approximately 250 students in PreK(3) through 4th Grade.

Demographics Strengths

The diverse population of our students and staff helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment. We have highly qualified bilingual teachers who add to the academic success of our students. Buckner Preparatory also has a low mobility rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance continues to be a concern. As a campus, we are averaging about 92%, and our goal is 96%. **Root Cause:** Research shows that missing school impacts academic and social/emotional success. PK3 and PK4 had the lowest attendance rate of 91% and 92%. More understanding and communication is needed among parents regarding the PreK program and the importance of attendance.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, STAAR testing for the 2019-2020 school year was waived by the Texas Education Agency (TEA). As a result, Buckner Preparatory did not receive an accountability rating for the 2019-2020 school year.

BOY and EOY I-Station ISISP data was reviewed and analyzed for Reading and Math to provide student achievement progress and growth. The data revealed that our students receiving Reading instruction in our Kindergarten DL program and our 1st grade Bilingual program made significant increases. Students receiving Bilingual and ESL services in second and third grade showed a decrease in performance with their overall reading skills. The data also revealed that increases occurred in the overall reading performance for English students in grades first through third grade. Slight increases in the overall math performance of students occurred in Kindergarten, while a decrease in performance occurred in grades 1st, 2nd, and 3rd for the end of the year.

I-station Overall Reading %-English ISISP			
Tier 1			
	BOY	EOY	+/-
Kinder	43%	67%	+24%
1 st	36%	50%	+14
2 nd	31%	56%	+25
3 rd	38%	69%	+31

I-station Overall Reading %-Spanish ISISP			
Tier 1			
	BOY	EOY	+/-
Kinder	36%	70%	+34%
1 st	64%	75%	+11%
2 nd	36%	30%	-6% (7 STUDENTS)
3 rd	75%	67%	-8% (7 STUDENTS)

I-station Overall ISISP Math %**Tier 1**

	BOY	EOY	+/-
Kinder	46%	54%	+8%
1st	52%	50%	-2%
2nd	55%	32%	-23%
3rd	80%	71%	-9%

Student Learning Strengths

Significant increases were made across grade levels in the overall reading development of students in grades K-3.

The end of the year math performance for Kindergarten students increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in literacy for EL students from 2nd through 3rd grade decreased at the end of the year.. **Root Cause:** More training in SIOP and ESL strategies for reading instruction, particularly in the areas of comprehension, vocabulary, and phonics is needed.

Problem Statement 2 (Prioritized): While a slight increase occurred in Kindergarten, student achievement in math for most grade levels decreased at the end of the year. **Root Cause:** Lack of understanding of how to provide instruction in the areas of problem solving and academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

With the opening of the campus for the 2019-2020 school year, it was critical to provide the needed instructional supports for teachers since students from all over the community and city were enrolled, resulting in the implementation of instructional procedures, practices, and expectations to help teachers understand the “what” of what they were teaching while providing them with the liberty and support to implement the “how”. This helped to alleviate and close instructional gaps that existed in reading with our students before enrolling and attending Buckner Preparatory.

During the 2019-2020 school year, 5 out of the 8 classroom teachers were deemed highly qualified. 3 teachers were completing their alternative certification program requirements. Student achievement is our highest priority. When a teacher struggles to consistently plan and deliver effective instruction, corrective actions such as coaching and system supports are put in place to ensure immediate growth and development. Weekly curriculum planning sessions utilizing the TEKS Resource System, were held with each grade level in which the state standards and performance assessments were unpacked, and instructional ideas reviewed. Campus level Teaching and Learning expectations were also provided each six weeks for the staff. Teachers were trained in utilizing expected levels of growth through Guided Reading and Literacy Stations. The expected levels of growth allowed teachers to monitor the reading progress and growth of their students. A dedicated Guided Reading time was built into each grade level’s schedule. Resources were shared and made available to teachers through Share Point. Guided reading binder checks were conducted to review running record data in order to track the expected levels of growth of students. The same expectations and procedures were also implemented for Guided Math and Math Workstations.

At BP, we emphasize teaching and learning. We place the highest priority on student achievement and instruction. All barriers and/or distractions that would have a negative impact on student learning is minimized and eliminated. We strive to ensure that little to no instructional time is lost during the school day. In order to combat the significant learning gaps that existed and address the needs of the students, after school tutoring began in October of 2019. With the input of each grade level, the master schedule was re-adjusted for the second semester to accommodate and implement the in school enrichment and extension program “The Lion’s Den”, in which students received small group instruction and interventions in Reading and Math each day for at least forty-five minutes. Instructional staff was also assigned during this time to specific grade levels in order to assist with students during small group instruction. Critical thinking strategies were also utilized to reinforce, explore, expand, or extend student literacy through reading, writing, speaking, listening, and word study, while also allowing students to actively construct meaning using cognitive processes.

Teachers and instructional staff were trained in conducting Professional Learning Communities, which were held the second, third, and fourth Wednesday (when applicable) of each month. Data Action Plans were also implemented across each grade level so that teachers could speak to the “knowledge of their students”. At the end of the 2019-2020 school year, progress reports and data from MOY MAP, MOY CIRCLE, Common Assessments, ISIP, and the STAAR release test were compiled for each student to create a data portfolio. The

data portfolios will be reviewed during the campus PD days in August by the students' new grade level teacher. This will allow teachers to create a viable action plan that will set the stage for the implementation of interventions during the first nine weeks of the 20-21 school year. This will also help teachers to "know" their students' needs, struggles, and strengths. This process will help with closing significant learning gaps due to previous deficits, the summer slide, and COVID-19.

Due to COVID-19, the first 4 weeks of the 2020-2021 school year will occur remotely for all PreK through 4th grade classes utilizing a Learning Management System (LMS) appropriate for each grade level. We will also continue to use the 55 minute block for grade-level and vertical team planning as well as the intervention and enrichment time "The Lion's Den" to help support and meet the needs of our students. The Dual Language program will expand to 1st grade for the 2020-2021 school year along with our Bilingual Education program for grade 2. Looping opportunities for teachers were provided for the 2020-2021 school year to ensure learning continuity and academic improvement among students. The ability to use technology is becoming more and more important. Students are not afraid of technology and are generally engaged when using it. Teachers on the campus have taken the lead in the area of technology and are teaching their students how to use it and in turn are learning themselves. The implementation of the 21st Century Learning skills makes the need for and use of technology skills a necessity. During the 2019-2020 school year, 3 Chrome Computer Carts were shared among the Kindergarten through 3rd grade classes. Additionally, PreK students had access to 12 I-Pads. Technology classes were taught by a paraprofessional and included the use of applications like I-Station, Smarty Ants, and Achieve 3000. With the onset of Covid-19, technology will play a vital role in the teaching and learning process for the 2020-2021 school year. A one-to one approach, utilizing Chrome Books will be implemented to ensure that all students have access to technology.

Buckner Preparatory will begin its 2nd year in its current edifice, with 100% of its staff returning for the 2020-2021 school year. BP will have two new teachers and a new full time Assistant Principal. All potential hires are screened by the Human Resource department and district administrators via RIVS before being offered an interview. Candidates are interviewed by a panel consisting of district administrators, campus administrators, teachers, and instructional coaches. Recruitment efforts were organized by the Human Resource department that included, District's job fairs, recruitment booths at college campuses, educational conferences, and professional development trainings. Other efforts of recruitment included the utilization of social media outlets, alternative certification programs, education service centers, Zip Recruiter, and word of mouth.

School Processes & Programs Strengths

1. Teachers consistently attend weekly planning meetings and PLC meetings led by the instructional coach and administrators.
2. Utilizing Data is a top priority at BP.
3. Planning is a top priority at BP.

4. Teachers have a growth mindset, and seek to ensure students meet and master the standards.
5. A school-wide enrichment and extension program was created and built into the daily master schedule for grades K-3.
6. Small group instruction is a high priority on our campus. Teachers understand the importance and most succeed in the implementation of small groups daily.
7. Teachers exceed at incorporating 21st century learning skills in their lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited resources prevented teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** The budget allotted for these resources was not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

Perceptions

Perceptions Summary

At Buckner Preparatory it is our belief that Excellence is not an Act, but a Habit! Students, teachers, and staff exhibited the BP Way and were determined to take P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence) in everything that they accomplished during the 2019-2020 school year. We insist on high standards of excellence and we expect our students to exceed in their academic performance and behavior. Our staff humbly serves our students, our students serve one another, and we ALL make an effort to serve the community. It is with P.R.I.D.E. that we hold these high standards and ask each of our students, teachers, and staff to commit to the "BP Way".

It is through the contribution and active role of our parents and community partners, that makes Buckner Preparatory an exceptional learning community. We encourage a collaborative, family atmosphere among our teachers and staff members. Our first priority is instruction, but we also like to make BP a great place to work and learn. We believe in valuing and acknowledging our students, teachers, and staff for their hard work and efforts in honoring the "BP Way" by recognizing those with perfect attendance, honor roll achievements, "paw-sitive behavior", and weekly and monthly appreciation for our students, teachers, and staff.

Discipline policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, and bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to our campus-wide PBIS and Restorative Practices model. Each six weeks, teachers, staff, and students were exposed to a different mindset that allowed them to nurture and develop their social & emotional learning needs.

During the 2019-2020 school year, a Parent Teacher Organization (PTO) was established and the first Board was elected. Monthly PTO meetings and events were scheduled with an emphasis on increasing parental attendance and involvement. Monthly "Donuts and Dialogue" meetings were held by the admin team and other parental engagement events such as Unity Day, Red Ribbon Week, Family Volunteer Day, Thanksgiving luncheon, Holidays Around the World Literacy Night, PreK Holiday Sing-Along, Father & Daughter Sweetheart dance, Black History Living Wax Museum, and Read Across America Day were all completed. Other activities and events were planned for the end of the year, unfortunately, due to COVID-19, those events did not occur.

A weekly newsletter (The "Weekly P.R.I.D.E.") was utilized to communicate weekly events for teachers and staff. The school's website and social medial platforms as well as our school messenger system, parent newsletter, school-wide emails, and Tuesday folders were also utilized to communicate school events for parental and community involvement and to ensure ongoing and regular communication between home and school.

Perceptions Strengths

1. School partnerships with the Dallas Black Dance Theater and the Wilkinson Center were established.
2. PTO meetings were scheduled monthly and the PTO Board was actively involved.
3. The teachers and staff are sincere and truly care about the students and one another.
4. Teachers are reflective about their practices and seek to improve their craft at every opportunity.
5. Students love their teachers and feel supported, safe, and are comfortable exceeding in the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Additional collaboration and support is needed among our multicultural parent population. **Root Cause:** Language may present a barrier with some parents becoming more engaged and involved.

Problem Statement 2 (Prioritized): Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause:** A lack of awareness on how parents can become engaged and partner with the school towards their child's academic and behavior success.

Priority Problem Statements

Problem Statement 1: Attendance continues to be a concern. As a campus, we are averaging about 92%, and our goal is 96%.

Root Cause 1: Research shows that missing school impacts academic and social/emotional success. PK3 and PK4 had the lowest attendance rate of 91% and 92%. More understanding and communication is needed among parents regarding the PreK program and the importance of attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement in literacy for EL students from 2nd through 3rd grade decreased at the end of the year..

Root Cause 2: More training in SIOP and ESL strategies for reading instruction, particularly in the areas of comprehension, vocabulary, and phonics is needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While a slight increase occurred in Kindergarten, student achievement in math for most grade levels decreased at the end of the year.

Root Cause 3: Lack of understanding of how to provide instruction in the areas of problem solving and academic vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Additional collaboration and support is needed among our multicultural parent population.

Root Cause 4: Language may present a barrier with some parents becoming more engaged and involved.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended.

Root Cause 5: A lack of awareness on how parents can become engaged and partner with the school towards their child's academic and behavior success.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Limited resources prevented teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology.

Root Cause 6: The budget allotted for these resources was not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 3, 2020

Goal 1: To develop and strengthen the teachers understanding of curriculum content and state standards in order to promote measurable improvement in student achievement.

Performance Objective 1: Buckner Preparatory's daily reading instruction in general, special education, DL, Bilingual, and ESL education will reinforce and/or improve every student's reading skills as measured by standardized reading assessments in order to increase student reading achievement, allowing third grade students to perform at 60% Approaches, 30% Meets, and 15% Masters and fourth grade students to perform at 65% Approaches, 35% Meets, and 20% Masters on the Reading state assessment (STAAR) in May of 2021.



Evaluation Data Sources: BOY & EOY MAP


BOY & EOY I-SIP

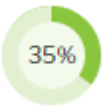

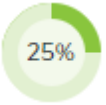

EOY Running Records









Campus/District Common Assessments

STAAR

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Comprehensive on-going professional development will be provided to build upon pedagogical knowledge with specific individualized professional learning in the areas of Balanced Literacy, SIOP, Literacy Stations, and Guided Reading.</p> <p>Strategy's Expected Result/Impact: Continuing professional development that generates teachers' self-confidence in their ability to successfully design meaningful and relevant learning experiences for students.</p> <p>Increase in reading levels and assessment performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,000</p>				

Strategy 2: The TEKS Resource System will be utilized to ensure the alignment of teaching and learning. for Reading. Strategy's Expected Result/Impact: Consistent alignment with curriculum, instruction, and assessment. Increase in reading levels, assessment performance, and literacy development Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Campus Teaching and Learning expectations will be communicated and provided each marking period for teachers & staff outlining and addressing the essential instructional content components. Strategy's Expected Result/Impact: Provide consistent communication among all teachers and staff Places the highest priority on student achievement and instruction Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: PLC (Professional Learning Communities) will be implemented to provide teachers/staff with the opportunity to collaborate, plan, integrate content, and analyze data vertically and horizontally to ensure instructional alignment and continuity in reading. Strategy's Expected Result/Impact: To help teachers understand the "what" of what they are teaching while providing them with the liberty and support to implement the "how". Increase in reading levels and assessment performance. Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Data Talks will be utilized to set goals that will result in measurable student progress in reading. The data reflection process will allow teachers to create an action plan to address immediate concerns, gaps, or growth in teaching and learning.</p> <p>Strategy's Expected Result/Impact: Data Action Plans will allow teachers the opportunity to speak to the "knowledge of their students"</p> <p>Utilizing data to drive the instruction</p> <p>Increase in assessment performance, accountability, and student ownership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Small group instruction, reading workstations, and critical thinking strategies will be utilized to reinforce, explore, expand, or extend student literacy through reading, writing, speaking, listening, and word study, while also allowing students to actively construct meaning using cognitive processes.</p> <p>Strategy's Expected Result/Impact: To close and decrease reading gaps that may exist among students, while also extending the literary skills of high performing students.</p> <p>Increase in reading levels, assessment performance, and literacy development.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Reading A-Z accounts for each teacher; general supplies (buckets, folders, whisper phone)s - 199 General Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7: The components and expectations of the Cityscapes Dual Language program will be followed with consistency and fidelity. (LOD, BLC, Content Boards, WWs, SVE, etc) Strategy's Expected Result/Impact: To establish a strong DL school culture and climate that would extend the biliteracy and bicultural skills of the students. Positive increase in the school culture/climate Increase in reading levels, assessment performance, and literacy development Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Supplies for content boards; vocabulary cards - 199 PIC 25 State Bilingual/ESL - \$2,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8: The use of technology tools and 21st century learning skills will be incorporated to enrich the teaching and learning process among students. Strategy's Expected Result/Impact: Increase in critical thinking, communication, and collaboration Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement in literacy for EL students from 2nd through 3rd grade decreased at the end of the year.. Root Cause: More training in SIOP and ESL strategies for reading instruction, particularly in the areas of comprehension, vocabulary, and phonics is needed.



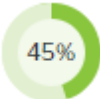

School Processes & Programs

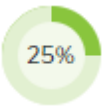



Problem Statement 1: Limited resources prevented teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** The budget allotted for these resources was not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.


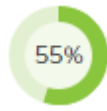






Goal 1: To develop and strengthen the teachers understanding of curriculum content and state standards in order to promote measurable improvement in student achievement.

Performance Objective 2: Buckner Preparatory's daily writing instruction in general, special education, DL, Bilingual, and ESL education will reinforce and/or improve every student's reading skills as measured by standardized writing assessments in order to increase student writing achievement, allowing fourth grade students to perform at 60% Approaches, 35% Meets, and 15% Masters on the Writing state assessment (STAAR) in May of 2021.

Evaluation Data Sources: BOY, MOY, & EOY Writing Sample
Campus/District Common Assessments
STAAR

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Writing across all of the content areas will occur in order to gain greater automaticity & legibility, strengthen literacy skills, effectively communicate, and understand the reading/writing connection by developing confident, skillful students of writing. Strategy's Expected Result/Impact: To develop confident and skillful students of writing. Increase in writing levels, assessment performance, and writing development Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Empowering Writers Curriculum Resources for teachers - 199 General Fund - \$1,000				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The TEKS Resource System will be utilized to ensure the alignment of teaching and learning for Writing across the content. Strategy's Expected Result/Impact: Increase in assessment and writing performance among students Consistent alignment with curriculum, instruction, and assessment. Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1				

Strategy 3: Campus Teaching and Learning expectations will be communicated and provided each marking period for teachers & staff outlining and addressing the essential instructional content components. Strategy's Expected Result/Impact: Provide consistent communication among all teachers and staff Places the highest priority on student achievement and instruction Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: PLC (Professional Learning Communities) will be implemented to provide teachers/staff with the opportunity to collaborate, plan, integrate content, and analyze data vertically and horizontally to ensure instructional alignment and continuity in writing. Strategy's Expected Result/Impact: To strengthen the "instructional tool belt" of teachers. Increase in assessment and writing performance among students Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Data Talks will be utilized to set goals that will result in measurable student progress in reading. The data reflection process will allow teachers to create an action plan to address immediate concerns, gaps, or growth in teaching and learning.</p> <p>Strategy's Expected Result/Impact: Data Action Plans will allow teachers the opportunity to speak to the "knowledge of their students"</p> <p>Utilizing data to drive the instruction</p> <p>Increase in assessment performance, accountability, and student ownership</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: The use of technology tools and 21st century learning skills will be incorporated to enrich the teaching and learning process among students.</p> <p>Strategy's Expected Result/Impact: Increase in critical thinking, communication, and collaboration</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Student achievement in literacy for EL students from 2nd through 3rd grade decreased at the end of the year.. Root Cause: More training in SIOP and ESL strategies for reading instruction, particularly in the areas of comprehension, vocabulary, and phonics is needed.</p>





School Processes & Programs

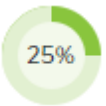

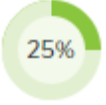

Problem Statement 1: Limited resources prevented teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** The budget allotted for these resources was not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

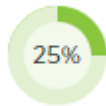



Goal 1: To develop and strengthen the teachers understanding of curriculum content and state standards in order to promote measurable improvement in student achievement.


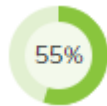
Performance Objective 3: Buckner Preparatory's daily mathematics instruction in general, special education, DL, Bilingual, and ESL education will reinforce and/or improve every student's numeracy & mathematics skills as measured by standardized math assessments in order to increase student achievement, allowing third grade students to perform at 60% Approaches, 30% Meets, and 15% Masters and fourth grade students to perform at 65% Approaches, 35% Meets, and 20% Masters on the Math state assessment (STAAR) in May of 2021.





Evaluation Data Sources: BOY & EOY MAP
BOY & EOY I-SIP
Campus/District Common Assessments
STAAR

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Comprehensive on-going professional development will be provided to build upon pedagogical knowledge with specific individualized professional learning in the areas of Problem Solving, Academic Vocabulary, Conceptual Development, Math Stations, and Guided Math.</p> <p>Strategy's Expected Result/Impact: Continuing professional development that generates teachers' self-confidence in their ability to successfully design meaningful and relevant learning experiences for students.</p> <p>Increase in math levels and assessment performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The TEKS Resource System will be utilized to ensure the alignment of teaching and learning for Math.</p> <p>Strategy's Expected Result/Impact: Consistent alignment with curriculum, instruction, and assessment.</p> <p>Increase in math/numeracy levels, assessment performance, and math skills</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>				

<p>Strategy 3: Campus Teaching and Learning expectations will be communicated and provided each marking period for teachers & staff outlining and addressing the essential instructional content components.</p> <p>Strategy's Expected Result/Impact: Provide consistent communication among all teachers and staff</p> <p>Places the highest priority on student achievement and instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Small group instruction, math workstations, academic vocabulary, and problem solving will continue to be utilized to increase mathematical understanding and growth by providing a rich math learning environment that allows students to think critically and participate in purposeful math conversations.</p> <p>Strategy's Expected Result/Impact: To close and decrease gaps that may exist among students, while also extending developing problem solving and critical thinking skills among students.</p> <p>Increase in math/numeracy and assessment performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: General Supplies for stations: buckets, folders, cardstock; math manipulatives (counters, base ten blocks, colored tiles, snap cubes, etc.) - 199 General Fund - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: PLC (Professional Learning Communities) will be implemented to provide teachers/staff with the opportunity to collaborate, plan, integrate content, and analyze data vertically and horizontally to ensure instructional alignment and continuity in math.</p> <p>Strategy's Expected Result/Impact: To help teachers understand the "what" of what they are teaching while providing them with the liberty and support to implement the "how".</p> <p>Increase in math levels and assessment performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Data Talks will be utilized to set goals that will result in measurable student progress in reading. The data reflection process will allow teachers to create an action plan to address immediate concerns, gaps, or growth in teaching and learning.</p> <p>Strategy's Expected Result/Impact: Data Action Plans will allow teachers the opportunity to speak to the "knowledge of their students"</p> <p>Utilizing data to drive the instruction</p> <p>Increase in assessment performance, accountability, and student ownership</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7: The use of technology tools and 21st century learning skills will be incorporated to enrich the teaching and learning process among students. Strategy's Expected Result/Impact: Increase in critical thinking, communication, and collaboration Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

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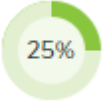



Performance Objective 3 Problem Statements:

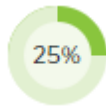








Student Learning
Problem Statement 2: While a slight increase occurred in Kindergarten, student achievement in math for most grade levels decreased at the end of the year. Root Cause: Lack of understanding of how to provide instruction in the areas of problem solving and academic vocabulary.
School Processes & Programs
Problem Statement 1: Limited resources prevented teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. Root Cause: The budget allotted for these resources was not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

Goal 2: To provide targeted assistance to students academically and behaviorally in order to ensure student success inside and outside of the classroom environment.

Performance Objective 1: Buckner Preparatory will utilize a multi tiered system of support for the successful implementation of academic and behavioral interventions for students.

Evaluation Data Sources: Discipline Referrals data
BOY,MOY,EOY MAP
BOY,MOY,EOY I-SIP
Counselor Referrals for behavior

Strategy 1: All teachers and staff will be trained and aware of the campus MTSS model for academic and behavior interventions. Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly. Staff Responsible for Monitoring: Campus Administrators Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: The Master Schedule will reflect time that will provide students with enrichment and learning extension opportunities during the schoolwide program, "The Lion's Den", in which students will receive small group instruction and interventions in Reading and Math each day for at least forty-five minutes. Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly. Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Manipulatives; Literacy and Math station materials;Reading A-Z - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Teachers and instructional support staff will utilize EOY student data reports to plan and begin interventions and enrichment opportunities during the first four weeks of the school year. Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly. Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: A library of researched-based resources for teachers/staff will be maintained to utilize and implement with academically and behaviorally with students. Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly. Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: PRIM and BRIM manual; Learning Intervention Manual - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500	Reviews			
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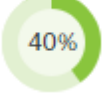

Performance Objective 1 Problem Statements:

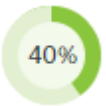

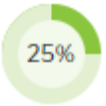







Student Learning
Problem Statement 1: Student achievement in literacy for EL students from 2nd through 3rd grade decreased at the end of the year.. Root Cause: More training in SIOP and ESL strategies for reading instruction, particularly in the areas of comprehension, vocabulary, and phonics is needed.
Problem Statement 2: While a slight increase occurred in Kindergarten, student achievement in math for most grade levels decreased at the end of the year. Root Cause: Lack of understanding of how to provide instruction in the areas of problem solving and academic vocabulary.

Goal 3: To increase the campus' overall attendance rate from 92% to 96% for the 2020-2021 school year.

Performance Objective 1: Buckner Preparatory will cultivate a school wide culture of attendance.

Evaluation Data Sources: ADA Data
Culture/Climate Survey

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Year round communication to all families and students will be provided using our digital platforms, including the school's website, S'More newsletters, Twitter, Facebook, Instagram, and robocalls to consistently spread positive messages that attendance matters. Strategy's Expected Result/Impact: To promote positive attitudes and communications about attendance. To create a culture of attendance Staff Responsible for Monitoring: Campus Administrators Registrar/Attendance Clerk Teachers Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: A welcoming and engaging school environment will be created that promotes safety, great teaching and learning, and interpersonal relationships with students, families, and staff. Strategy's Expected Result/Impact: Positive relationships between school staff and families. Improved attendance and academic performance due to school-parent partnerships. Staff Responsible for Monitoring: Campus Administrators Teachers/Staff Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Perceptions 1				

Strategy 3: The district attendance policy will be communicated to families through printed materials, posted on our website, and shared at school events. Strategy's Expected Result/Impact: To promote positive attitudes and communications about attendance. Staff Responsible for Monitoring: Campus Administrators Registrar/PEIMS Clerk Parent Liaison Teachers Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: Teachers and staff members who are making a significant contribution toward achieving annual attendance goals will be recognized. Strategy's Expected Result/Impact: Builds in a system of shared accountability for reducing chronic absences. Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Attendance Incentives: Certificates and prizes - 199 General Fund - \$1,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: Positive recognition and rewards to students and families who have good and improved attendance will be provided every nine weeks. Strategy's Expected Result/Impact: Incentives will help create a school-wide culture of attendance and provides a deep commitment to ensuring students are engaged in the classroom once they show up. Staff Responsible for Monitoring: Campus Administrators Registrar/Attendance Clerk Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Student/Parent Attendance Incentives: Certificates; attendance dog tags; ribbons - 199 General Fund - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Attendance continues to be a concern. As a campus, we are averaging about 92%, and our goal is 96%. **Root Cause:** Research shows that missing school impacts academic and social/emotional success. PK3 and PK4 had the lowest attendance rate of 91% and 92%. More understanding and communication is needed among parents regarding the PreK program and the importance of attendance.






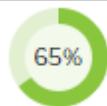




Perceptions

Problem Statement 1: Additional collaboration and support is needed among our multicultural parent population. **Root Cause:** Language may present a barrier with some parents becoming more engaged and involved.

Goal 3: To increase the campus' overall attendance rate from 92% to 96% for the 2020-2021 school year.

Performance Objective 2: Buckner Preparatory will use chronic absence data to determine and ensure students receive needed supports.

Evaluation Data Sources: ADA Data

Strategy 1: Professional development opportunities will occur for all teachers and staff in order to build the capacity to adopt effective attendance practices. Strategy's Expected Result/Impact: Supports the building of positive relationships while fostering the attendance culture of the campus. Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: The campus Attendance Review Team (ART) will meet at least every two weeks to monitor attendance data and trends, coordinate the school's multi-tiered attendance strategy, examine the reasons for absences using quantitative and qualitative data, and ensure chronically absent students receive needed supports. Strategy's Expected Result/Impact: Improved attendance and academic performance due to the implementation of interventions and supports. Promotes taking a problem-solving approach that includes all staff, students, families and partners at our school. Staff Responsible for Monitoring: Campus Administrators Attendance Review Team Counselor Teachers Registrar/Attendance Clerk Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Classroom and school-wide attendance data will be posted on the attendance bulletin board and shared with all teachers and staff on a daily basis. Strategy's Expected Result/Impact: Builds in a system of shared accountability for reducing chronic absences. Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
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	Nov	Jan	Mar	June
				
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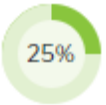

Goal 4: To increase, encourage, and support the involvement and engagement of parents and stakeholders by 15% during the 20-21 school year.


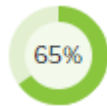






Performance Objective 1: Buckner Preparatory will provide parents and stakeholders opportunities during the school year to engage in their child's learning process in addition to monthly parent events and programs.

Evaluation Data Sources: Sign-in Sheets

Parent Survey

Parent Volunteer Log

Strategy 1: Provide exceptional customer service to all stakeholders, including visiting district personnel and parents, through clear and courteous communication, prompt responses to inquiries, and welcoming staff who are eager to assist visitors. Strategy's Expected Result/Impact: To create an atmosphere where guests are welcomed warmly, their time and dignity are respected, and their contributions to the campus are appreciated. Staff Responsible for Monitoring: Campus Administrators Office Clerk Parent Liaison Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Campus administrators will host monthly "Donuts and Dialogue" parent sessions to give parents and stakeholders an opportunity to ask questions related to academics and school business. Strategy's Expected Result/Impact: To foster and build collegial relationships among parents and administrators. Increase in parental engagement and involvement Staff Responsible for Monitoring: Campus Administrators Parent Liaison Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: - 211 Title I, Part A - \$500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Partnerships with community agencies that offer resources (afterschool, health services, mentors) that help engage families and remove barriers will be established. Strategy's Expected Result/Impact: Development of positive relationships and an increase in parental engagement. Staff Responsible for Monitoring: Campus Administrators Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: The campus PTO (Parent Teacher Organization) will meet monthly to encourage the interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve the educational experience of all students. Strategy's Expected Result/Impact: To ensure a positive school experience for all students, parents, teachers, and staff. Staff Responsible for Monitoring: Campus Administrators Parent Liaison Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: Parent-teacher- conferences will be conducted at least once per quarter, to address academic and social-emotional needs of learners, and ways for families to offer support to their children. Strategy's Expected Result/Impact: For parents to become involved and stay involved throughout the school year. Students learn more, have higher grades, and have better school attendance when parents are involved in their child's education Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Parent Liaison Title I Schoolwide Elements: 2.4, 2.6, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
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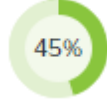


Performance Objective 1 Problem Statements:

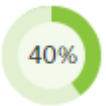
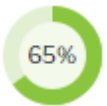








Perceptions
Problem Statement 1: Additional collaboration and support is needed among our multicultural parent population. Root Cause: Language may present a barrier with some parents becoming more engaged and involved.
Problem Statement 2: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. Root Cause: A lack of awareness on how parents can become engaged and partner with the school towards their child's academic and behavior success.

Goal 5: To utilize Social and Emotional learning (SEL) to enhance our students' capacity to integrate skills, attitudes, and behaviors at least 90% of the time, that would allow them to deal effectively and ethically with daily tasks and challenges.

Performance Objective 1: Buckner Preparatory will utilize the five CASEL Core SEL Competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) to create a caring, motivating, and equitable learning environment that promotes social, emotional, and academic growth.

Evaluation Data Sources: Discipline & Referral Data
MTSS Behavior Intervention Logs
Parent Contact Logs
Counselor Referrals
Student Survey Data

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.</p> <p>Strategy's Expected Result/Impact: Provides a schoolwide systemic approach to integrating academic, social, and emotional learning across all school contexts.</p> <p>Positive school culture and climate</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor SEL Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: SEL objectives will be integrated into instructional content and teaching strategies for academics as well as specialized classes like physical education and technology.</p> <p>Strategy's Expected Result/Impact: Promotes a positive school culture and climate.</p> <p>Provides a schoolwide systemic approach to integrating academic, social, and emotional learning across all school contexts.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Yoga4 Classrooms Activity Card Deck - 211 Title I, Part A - \$500</p>				

Strategy 3: Teachers and staff will have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community. Strategy's Expected Result/Impact: Promotes a positive school culture and climate. Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: Restorative discipline policies and practices embedded within our campus PBIS system will be developmentally appropriate and equitably applied. Strategy's Expected Result/Impact: Development of positive relationships Promotes a positive school culture and climate inside and outside of the classroom Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: School PBIS Signage and Posters - 199 General Fund - \$600	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: Families and school staff will have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development. Strategy's Expected Result/Impact: Promotes a positive school culture and climate inside and outside of the classroom Staff Responsible for Monitoring: Campus Administrator Teachers Counselor Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Family Literacy and Math/Science Night - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Additional collaboration and support is needed among our multicultural parent population. Root Cause: Language may present a barrier with some parents becoming more engaged and involved.

Perceptions

Problem Statement 2: Although school events and activities were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause:** A lack of awareness on how parents can become engaged and partner with the school towards their child's academic and behavior success.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted in order to help identify strengths and areas of improvement. The CNA will also help to prioritize the areas that most affect student achievement and guide the development of the campus improvement plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

With the assistance school wide campus improvement team, the Campus Improvement Plan was organized and created to address the key issues facing Buckner Preparatory. Adequately documentation will be maintained through the use of sign in sheets and meeting agenda notes.

2.2: Regular monitoring and revision

With the assistance of the Campus Improvement Team, the Campus Improvement Plan was organized and created to address the key issues facing Buckner Preparatory. Key stakeholders involved in the process included teachers, administrators, community and business representatives, district leaders, Special Education teachers and staff, as well as parents. The Campus Improvement team will meet every three months (Nov., Jan., Mar., & Jun.) throughout the 20-21 school year to review the CIP and to ensure that adequate progress occurs and is being monitored. The Plan4Learning software will be utilized to ensure progress monitoring and adequate documentation. Formative reviews will occur as well as a summative review at the end of the year. The review will consist of the following benchmark verbiage: Accomplished; Continue/Modify; No progress; or Discontinue. Adequate documentation will be maintained through the use of sign in sheets and meeting agenda notes. Communication regarding information within the CIP and our progress, will be consistently provided in an understandable language and uniform format throughout the year for parents and all key stakeholders.

2.3: Available to parents and community in an understandable format and language

Communication regarding information within the CIP and our progress, will be consistently provided in an understandable language and uniform format throughout the year for parents and all key stakeholders. Adequate documentation will be maintained through the use of sign in sheets and meeting agenda notes.

2.4: Opportunities for all children to meet State standards

School-wide strategies have been provided within the CIP that will provide opportunities for all children to meet the State's levels of student academic achievement standards.

2.5: Increased learning time and well-rounded education

School-wide methods and instructional strategies that strengthen the academic program in the school; increase the amount of and quality of learning time; and help provide an enriched and accelerated curriculum have been provided for all children to meet the State's levels of student academic achievement standards.

2.6: Address needs of all students, particularly at-risk

School-wide methods and instructional strategies that strengthen the academic program in the school; increase the amount of and quality of learning time; and help provide an enriched and accelerated curriculum have been provided for all children to meet the State's levels of student academic achievement standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

An advisory council comprised of parents, community members, teachers, and administrators recently met to design an implementation process for the parent and family engagement policy. Meetings are held at a time convenient to parents to discuss and update the school's engagement policy.

Communication with parents will be consistent throughout the year in the form of school letters, parent notices, flyers, student progress reports, conferences, parent meetings, and through our school-to-home communication tool: School Status and ParentSquare. Information will be provided in an understandable and uniform format, as often as possible, in a language parents understand. Campus staff are mandated to monitor student progress, as well as discuss any concerns or problems. Adequate documentation will be maintained through the use of the school-to-home school communicator (Tuesday Folders) and email/text message blast.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Opportunities

- Monthly Parent Meetings

- Parent Volunteer Program
- PTO (Parent, Teacher Organization)
- Fall/Spring Parent/Teacher Conference
 - Scheduled Meetings throughout the year with teacher, before/after school, or during teacher's conference period
 - School Programs (Talent Show, Fall Festival, Storybook Parade, etc.)

General Parent Training/ Building Capacity

- State academic content standards,
- State student academic achievement standards
- State local academic assessments including alternate assessments,
- The requirements of Title I, Part A
- How to monitor student progress
- How to work with educators

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Clarencia Wade	Principal
Classroom Teacher	De'Anquenetie Mardis	Teacher
Classroom Teacher	Jaqueline Palma	Teacher
Community Representative	Adrian Walker	Community Representative
Classroom Teacher	Paula Kasinger	Special Education
Administrator	Philip Ledesma	Assistant Principal
District-level Professional	Billy Ferrell	Chief of Culture and Climate
Parent	SanJuana Acosta	Parent
Pupil Services Personnel	Lisa Johnson	Special Education Coordinator
Business Representative	Francisco Mendoza	Assitant Manager of Azure Urban Living

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading A-Z accounts for each teacher; general supplies (buckets, folders, whisper phone)s		\$1,500.00
1	2	1	Empowering Writers Curriculum Resources for teachers		\$1,000.00
1	3	4	General Supplies for stations: buckets, folders, cardstock; math manipulatives (counters, base ten blocks, colored tiles, snap cubes,etc.)		\$2,500.00
3	1	4	Attendance Incentives: Certificates and prizes		\$1,500.00
3	1	5	Student/Parent Attendance Incentives: Certificates; attendance dog tags; ribbons		\$1,000.00
5	1	4	School PBIS Signage and Posters		\$600.00
Sub-Total					\$8,100.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	PRIM and BRIM manual; Learning Intervention Manual		\$500.00
Sub-Total					\$500.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,000.00
1	1	7	Supplies for content boards; vocabulary cards		\$2,500.00
Sub-Total					\$3,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$1,000.00
1	2	6			\$500.00
1	3	7			\$500.00
2	1	2	Manipulatives; Literacy and Math station materials;Reading A-Z		\$500.00
4	1	2			\$500.00
5	1	2	Yoga4 Classrooms Activity Card Deck		\$500.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Family Literacy and Math/Science Night		\$1,000.00
Sub-Total					\$4,500.00
Grand Total					\$16,600.00

Addendums