

Cityscape Schools
Buckner Preparatory
2021-2022 Campus Improvement Plan



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 bi-cultural 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. (Perseverance, Respect, Integrity, Determination, Excellence)

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Learning	7
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: To develop and strengthen the teachers understanding of curriculum content and state standards in order to promote measurable improvement in student achievement.	18
Goal 2: To provide targeted assistance to students academically and behaviorally in order to ensure student success inside and outside of the classroom environment.	26
Goal 3: To increase the campus' overall attendance rate from 95% to 96% for the 2021-2022 school year.	29
Goal 4: To increase, encourage, and support the involvement and engagement of parents and stakeholders from 65% to 75% during the 2021-2022 school year.	33
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.	35
Additional Targeted Support Strategies	38
Title I Schoolwide Elements	39
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	40
1.1: Comprehensive Needs Assessment	40
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	41
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	41
3.1: Develop and distribute Parent and Family Engagement Policy	41
3.2: Offer flexible number of parent involvement meetings	41
Parent Involvement Opportunities	41
General Parent Training/ Building Capacity	42
Plan Notes	42
Campus Funding Summary	43
Addendums	45

Comprehensive Needs Assessment

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. Now in its third year and with 313 students in PreK3 through fifth grade, the campus provides a comprehensive academic program that includes 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 the 2020-2021 school year was approximately 30% African American, 70% Hispanic, less than 1% White, and less than 1% American Indian, Hawaiian/Native Pacific, and Asian. For the 2021-2022 school year, the student population is about 26% African American, 74% Hispanic, less than 1% White, and less than 1% American Indian, Hawaiian/Native Pacific, and Asian. About 89% of our students are economically disadvantaged, 9% of our students receive Special Education services, and 53% of our students are Bilingual Emergents. The student gender distribution includes 162 females and 151 males. The 2020-2021 average student attendance rate for the campus was 95%.

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 innovative techniques in instruction to optimize student engagement and learning. There are a total of 30 staff members on campus for the 2021-2022 school year, with 93% female and 7% male. Of the 12 homeroom classroom teachers, 1 is new to the teaching profession. The current BP staff includes 2 PreK teachers, 2 Kindergarten teachers, 2 First grade teachers, 2 Second grade teachers, 2 Third grade teachers, 2 teachers for Fourth and Fifth grade, and 1 Special Education/Inclusion teacher. The professional support staff consists of 1 School Guidance Counselor. The current staff is also comprised of 11 instructional paraprofessionals which include 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 consists of the Principal and Assistant Principal. The office staff includes an administrative assistant, PEIMS registrar, and nurse's aide. For the 2021-2022 school year, 8 out of the 12 classroom teachers have been deemed highly qualified. 4 teachers are completing their alternative certification program requirements.

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 95%, and our goal is 96% or higher. **Root Cause:** Research shows that missing school impacts academic and social/emotional success. First grade had the lowest attendance rate of 92%. More understanding and communication is needed among parents regarding attendance requirements and the importance of attendance.

Student Learning

Student Learning Summary

STAAR testing for the 2020-2021 school year occurred, however, as a result of the COVID-19 pandemic, Buckner Preparatory did not receive an accountability rating for the 2020-2021 school year. **Please refer to the addendum for a more detailed review of the STAAR Data.**

BOY and EOY I-Station ISISP data was also reviewed and analyzed for K-4 Reading and Math. The BOY and EOY ISIP data revealed significant deficits in reading and math for all the grade levels. Students receiving Bilingual and ESL services also showed a decrease in performance with their overall reading skills.

I-station Overall Reading %-English ISISP

Tier 1			
	BOY	EOY	+/-
Kinder	24%	20%	-4%
1st	31%	30%	-1%
2nd	44%	29%	-15%
3rd	22%	25%	+3
4th	25%	-	

I-station Overall Reading %-Spanish ISISP

Tier 1			
	BOY	EOY	+/-
Kinder	84%	43%	-41%
1st	60%	27%	-33%
2nd	33%	24%	-9%
3rd	-	-	
4th	67%	-	

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

	BOY	EOY	+/-
Kinder	84%	38%	-46%
1st	62%	61%	-1%
2nd	24%	13%	-11%
3rd	15%	13%	-2%
4th	15%	-	-

Student Learning Strengths

With the implementation of accelerated learning and a renewed sense of focus for small group instruction that is specific, intentional, and consistent, we are hopeful that our students will grow in the areas of math and reading for the 21-22 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in literacy for all grade levels decreased at the end of the 20-21 year. **Root Cause:** COVID-19 played a critical role in the decrease of literacy skills, resulting in low student engagement and performance.

Problem Statement 2 (Prioritized): Student achievement in math for most grade levels decreased the end of the 20-21 year. **Root Cause:** COVID-19 played a critical role in the decrease of math skills, resulting in low student engagement and performance.

Problem Statement 3 (Prioritized): Due to the COVID-19 pandemic, there is a need to integrate social and emotional learning strategies and practices throughout the learning day. **Root Cause:** COVID-19 is part of the cause, however, the lack of social and emotional learning has resulted in students' inability to regulate emotions, develop meaningful relationships, and acquire the knowledge and skills needed to be academically successful.

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.

For the 2021-2022 school year, 8 out of the 12 classroom teachers are deemed highly qualified. 4 teachers are 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, are held with each grade level in which the state standards and performance assessments are unpacked, and instructional ideas reviewed. Campus level Teaching and Learning expectations are also provided every nine weeks for the staff, in addition to focused instructional walks and look fors. Teachers are trained in utilizing expected levels of growth through Guided Reading and Literacy Stations. The expected levels of growth allow teachers to monitor the reading progress and growth of their students. A dedicated Guided Reading time has been built into each grade level’s schedule. Resources are shared and made available to teachers through Share Point. Guided reading binder checks are conducted to review running record data in order to track the expected levels of growth of students. The same expectations and procedures are 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 exist and address the needs of the students, the master schedule includes an in-school enrichment and extension program, in which students receive small group instruction and interventions in Reading and Math each day for at least forty-five minutes. Our paraprofessional staff has also been assigned during this time to specific grade levels in order to assist with students during small group instruction. Critical thinking strategies are 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 have been trained in conducting Professional Learning Communities, which are held the second, third, and fourth Wednesday (when applicable) of each month. Data Action Plans have also been implemented across each grade level so that teachers can speak to the “knowledge of their students”. At the end of the 2020-2021 school year, progress reports and data from EOY MAP, EOY CIRCLE, and Common Assessments were compiled for each student to create a data portfolio. The data portfolios were reviewed during the campus PD days in August by the students’ new grade level teacher. Providing teachers with the opportunity to create

a viable action plan to set the stage for the implementation of interventions during the first nine weeks of the 21-22 school year. This would also help teachers to “know” their students’ needs, struggles, and strengths while also helping to close significant learning gaps due to previous deficits, the summer slide, and COVID-19.

The Dual Language program has expanded to 2nd grade for the 2021-2022 school year along with our Bilingual Education program for third grade. Due to COVID-19, the ability to use technology has become 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. Chrome books and tablets have been provided for all students in grades PreK through fifth grade allowing a one-to-one approach campus-wide.

Buckner Preparatory will begin its 3rd year in its current edifice, for the 2020-2021 school year. 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 are organized by the Human Resource department that includes, District's job fairs, recruitment booths at college campuses, educational conferences, and professional development training. Other efforts of recruitment include 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-5.
6. Small group instruction is a high priority on our campus. Teachers understand the importance of implementing 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): During the 2020-2021 school year, teachers have had to integrate technology into their instruction and develop lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause:** Limited access to technology and connectivity led to significant learning gaps, along with budget restraints. resulting in the inability 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 exhibit the BP Way and are determined to take P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence) in everything that they accomplished during the 2021-2022 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. Every nine weeks, teachers, staff, and students are exposed to a different mindset that allows 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. Since then, monthly PTO meetings and events are scheduled with an emphasis on increasing parental attendance and involvement. Monthly "Donuts and Dialogue" meetings are held by the administrative team and other parental engagement events such as Unity Day, Red Ribbon Week, Family Volunteer Day, Holidays Around the World Literacy Night, PreK Holiday Sing-Along, Hispanic Heritage Month, Black History Month, Read for The Record Day, virtual Pep Rallies, Read Across America Day, and Earth Day were all completed during the 2020-2021 school year.

A weekly newsletter (The "Lions P.R.I.D.E.") is utilized to communicate weekly events for teachers and staff. A weekly parent newsletter (Principal's Update) is also utilized to communicate important information and events with parents and families. The school's website and social medial platforms as well as our school messenger system, school-wide emails, and Tuesday folders are 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 have been 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.

Priority Problem Statements

Problem Statement 1: Student achievement in literacy for all grade levels decreased at the end of the 20-21 year.

Root Cause 1: COVID-19 played a critical role in the decrease of literacy skills, resulting in low student engagement and performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student achievement in math for most grade levels decreased the end of the 20-21 year.

Root Cause 2: COVID-19 played a critical role in the decrease of math skills, resulting in low student engagement and performance.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Additional collaboration and support is needed among our multicultural parent population.

Root Cause 3: Language may present a barrier with some parents becoming more engaged and involved.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: During the 2020-2021 school year, teachers have had to integrate technology into their instruction and develop lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology.

Root Cause 4: Limited access to technology and connectivity led to significant learning gaps, along with budget restraints. resulting in the inability 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 4 Areas: School Processes & Programs

Problem Statement 5: Attendance continues to be a concern. As a campus, we are averaging about 95%, and our goal is 96% or higher.

Root Cause 5: Research shows that missing school impacts academic and social/emotional success. First grade had the lowest attendance rate of 92%. More understanding and communication is needed among parents regarding attendance requirements and the importance of attendance.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Due to the COVID-19 pandemic, there is a need to integrate social and emotional learning strategies and practices throughout the learning day.

Root Cause 6: COVID-19 is part of the cause, however, the lack of social and emotional learning has resulted in students' inability to regulate emotions, develop meaningful relationships, and acquire the knowledge and skills needed to be academically successful.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Enrollment trends

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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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 27, 2021

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 and writing skills as measured by standardized reading assessments in order to increase student reading achievement, allowing third through fifth-grade students to perform at 60% Approaches, 30% Meets, and 15% Masters on the Reading state assessment (STAAR) in May of 2022.





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

Strategy 1 Details	Reviews			
<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>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<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.</p> <p>Increase in reading levels, assessment performance, and literacy development</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Teaching and Learning expectations along with a focused instructional walk calendar 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, 2.5, 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PLC (Professional Learning Communities) will continue to 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.</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 reading 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Data Talks will continue to 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Small group instruction, reading workstations, and critical thinking strategies will continue to 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>Funding Sources: Reading A-Z accounts for each teacher; general supplies (buckets, folders, whisper phone)s - 199 General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The components and expectations of the Cityscape Dual Language program will continue to be followed with consistency and fidelity. (LOD, BLC, Content Boards, WWW's, SVE, etc)</p> <p>Strategy's Expected Result/Impact: To establish a strong DL school culture and climate that would extend the bi-literacy and bi-cultural skills of the students.</p> <p>Positive increase in the school culture/climate</p> <p>Increase in reading levels, assessment performance, and literacy development</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>Funding Sources: Supplies for content boards; vocabulary cards - 199 PIC 25 State Bilingual/ESL - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The use of technology tools and 21st-century learning skills will continue to 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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 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 through fifth-grade students to perform at 60% Approaches, 30% Meets, and 15% Masters on the Math state assessment (STAAR) in May of 2022.

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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The TEKS Resource System will continue to 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Teaching and Learning expectations along with a focused instructional walk calendar 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<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>Funding Sources: General Supplies for stations: buckets, folders, card-stock; math manipulatives (counters, base ten blocks, colored tiles, snap cubes, etc.) - 199 General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: PLC (Professional Learning Communities) will continue to 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Data Talks will continue to 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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The use of technology tools and 21st-century learning skills will continue to 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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 continue to 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 Details	Reviews			
<p>Strategy 1: All teachers and staff will be trained and aware of the campus MTSS model for academic and behavior interventions.</p> <p>Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly.</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>Funding Sources: Manipulatives; Literacy and Math station materials;Reading A-Z - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A library of researched-based resources for teachers/staff will be maintained to utilize and implement with academically and behaviorally with students.</p> <p>Strategy's Expected Result/Impact: To ensure the identification of struggling students and intervene quickly.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>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</p> <p>Funding Sources: PRIM and BRIM manual; Learning Intervention Manual - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Extended learning opportunities will be provided for students during the summer as recommended by campus administrators and classroom teachers for high absenteeism, failure of reading and/or math for the semester, or for not meeting the state's testing standards in reading and/or math.</p> <p>Strategy's Expected Result/Impact: To provide enrichment in the areas of Math and Reading in order to minimize learning gaps and learning loss.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher Created Materials:: Focused Reading and Math Intervention Kits - 211 Title I, Part A - \$2,500, Teacher Created Materials:: Focused Reading and Math Intervention Kits - 263 Title III, LEP - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: To increase the campus' overall attendance rate from 95% to 96% for the 2021-2022 school year.

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

Evaluation Data Sources: ADA Data
Culture/Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Year-round communication will continue 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.</p> <p>Strategy's Expected Result/Impact: To promote positive attitudes and communications about attendance. To create a culture of attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Registrar/Attendance Clerk Teachers Parent Liaison</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A welcoming and engaging school environment will continue to be created that promotes safety, great teaching and learning, and interpersonal relationships with students, families, and staff.</p> <p>Strategy's Expected Result/Impact: Positive relationships between school staff and families.</p> <p>Improved attendance and academic performance due to school-parent partnerships.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers/Staff Parent Liaison</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district attendance policy will be communicated to families through printed materials, posted on our website, and shared at school events.</p> <p>Strategy's Expected Result/Impact: To promote positive attitudes and communications about attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Registrar/PEIMS Clerk Parent Liaison Teachers</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers and staff members who are making a significant contribution toward achieving annual attendance goals will continue to be recognized.</p> <p>Strategy's Expected Result/Impact: Builds in a system of shared accountability for reducing chronic absences.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk</p> <p>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</p> <p>Funding Sources: Attendance Incentives: Certificates and prizes - 199 General Fund - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Positive recognition and rewards to students and families who have good and improved attendance will continue to be provided every nine weeks.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Registrar/Attendance Clerk Teachers</p> <p>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</p> <p>Funding Sources: Student/Parent Attendance Incentives: Certificates; attendance dog tags; ribbons - 199 General Fund - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: To increase the campus' overall attendance rate from 95% to 96% for the 2021-2022 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 Details	Reviews			
<p>Strategy 1: Professional development opportunities will occur for all teachers and staff in order to build the capacity to adopt effective attendance practices.</p> <p>Strategy's Expected Result/Impact: Supports the building of positive relationships while fostering the attendance culture of the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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. Students and families will be referred to Attendance Tribunals to help assist in the implementation of attendance plans.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance due to the implementation of interventions and supports.</p> <p>Promotes taking a problem-solving approach that includes all staff, students, families and partners at our school.</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Review Team Counselor Teachers Registrar/Attendance Clerk</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Builds in a system of shared accountability for reducing chronic absences.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Registrar/Attendance Clerk</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: To increase, encourage, and support the involvement and engagement of parents and stakeholders from 65% to 75% during the 2021-2022 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 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Office Clerk Parent Liaison</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: To foster and build collegial relationships among parents and administrators.</p> <p>Increase in parental engagement and involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>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</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Partnerships with community agencies that offer resources (after-school, health services, mentors) that help engage families and remove barriers will be established.</p> <p>Strategy's Expected Result/Impact: Development of positive relationships and an increase in parental engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: To ensure a positive school experience for all students, parents, teachers, and staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: For parents to become involved and stay involved throughout the school year.</p> <p>Students learn more, have higher grades, and have better school attendance when parents are involved in their child's education</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Parent Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
<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 utilizing Zones of Regulation and Mindfulness.</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>Development of healthy relationships Management of emotions Positive school culture and climate</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor SEL Committee</p> <p>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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Training and Training Materials - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: SEL strategies 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>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: All in One Bundle for Zones of Regulation - 211 Title I, Part A - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through a book study using the book, Everyday SEL, 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.</p> <p>Strategy's Expected Result/Impact: Promotes a positive school culture and climate.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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</p> <p>Funding Sources: Everyday SEL Book - 211 Title I, Part A - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Restorative discipline policies and practices embedded within our campus PBIS system will be developmentally appropriate and equitably applied.</p> <p>Strategy's Expected Result/Impact: Development of positive relationships</p> <p>Promotes a positive school culture and climate inside and outside of the classroom</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 3: Positive School Culture</p> <p>Funding Sources: School PBIS Signage and Posters - 199 General Fund - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Promotes a positive school culture and climate inside and outside of the classroom Parent Training Sessions</p> <p>Staff Responsible for Monitoring: Campus Administrator Teachers Counselor</p> <p>Title I Schoolwide Elements: 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 - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Paper, posters, ink, food - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student achievement in literacy for all grade levels decreased at the end of the 20-21 year. Root Cause: COVID-19 played a critical role in the decrease of literacy skills, resulting in low student engagement and performance.</p>
<p>Problem Statement 2: Student achievement in math for most grade levels decreased the end of the 20-21 year. Root Cause: COVID-19 played a critical role in the decrease of math skills, resulting in low student engagement and performance.</p>
<p>Problem Statement 3: Due to the COVID-19 pandemic, there is a need to integrate social and emotional learning strategies and practices throughout the learning day. Root Cause: COVID-19 is part of the cause, however, the lack of social and emotional learning has resulted in students' inability to regulate emotions, develop meaningful relationships, and acquire the knowledge and skills needed to be academically successful.</p>

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	5	Families and school staff will have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

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 Parent-Square. 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

Plan Notes

Documentation of how the CIP supports the 4 TEA Strategic Priorities

- Recruit, support, and retain teachers and principals- ***pgs. 21, 23, 24, 26, 30, 31, 33, 36, and 38 of CIP***
- Build a foundation of Reading and Math- ***pgs 20-38 of CIP***
- Connect High School to career and college
- Improve low performing schools- ***pgs. 20-52 of CIP***

Campus Funding Summary

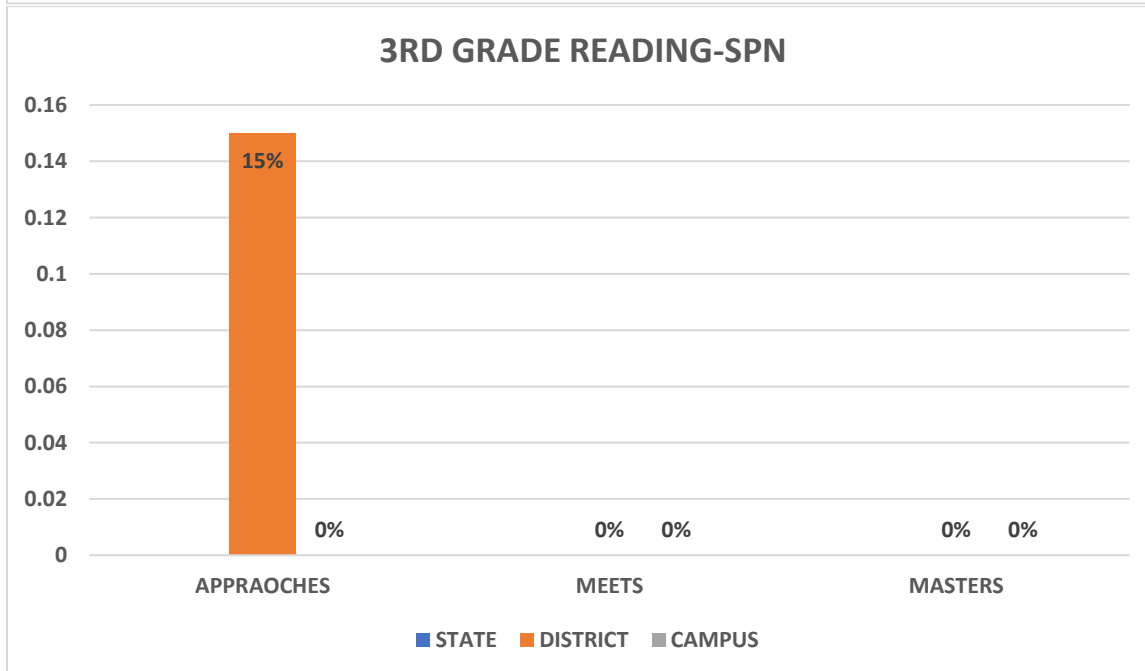
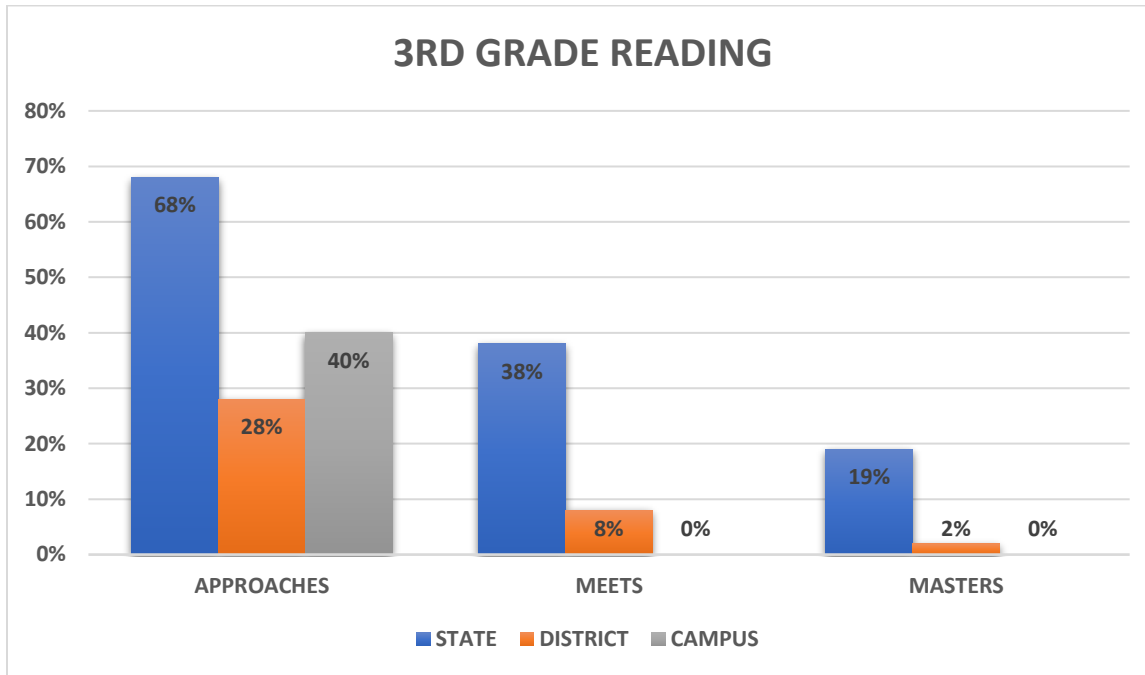
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Reading A-Z accounts for each teacher; general supplies (buckets, folders, whisper phone)s		\$2,500.00
1	2	4	General Supplies for stations: buckets, folders, card-stock; math manipulatives (counters, base ten blocks, 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	7			\$500.00
2	1	2	Manipulatives; Literacy and Math station materials;Reading A-Z		\$500.00
2	1	5	Teacher Created Materials:: Focused Reading and Math Intervention Kits		\$2,500.00
4	1	2			\$500.00
5	1	1	Training and Training Materials		\$2,000.00
5	1	2	All in One Bundle for Zones of Regulation		\$350.00
5	1	3	Everyday SEL Book		\$100.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Paper, posters, ink, food		\$1,000.00
Sub-Total					\$8,450.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Teacher Created Materials:: Focused Reading and Math Intervention Kits		\$2,500.00
Sub-Total					\$2,500.00
Grand Total					\$23,050.00

Addendums



What Does the Data Say?

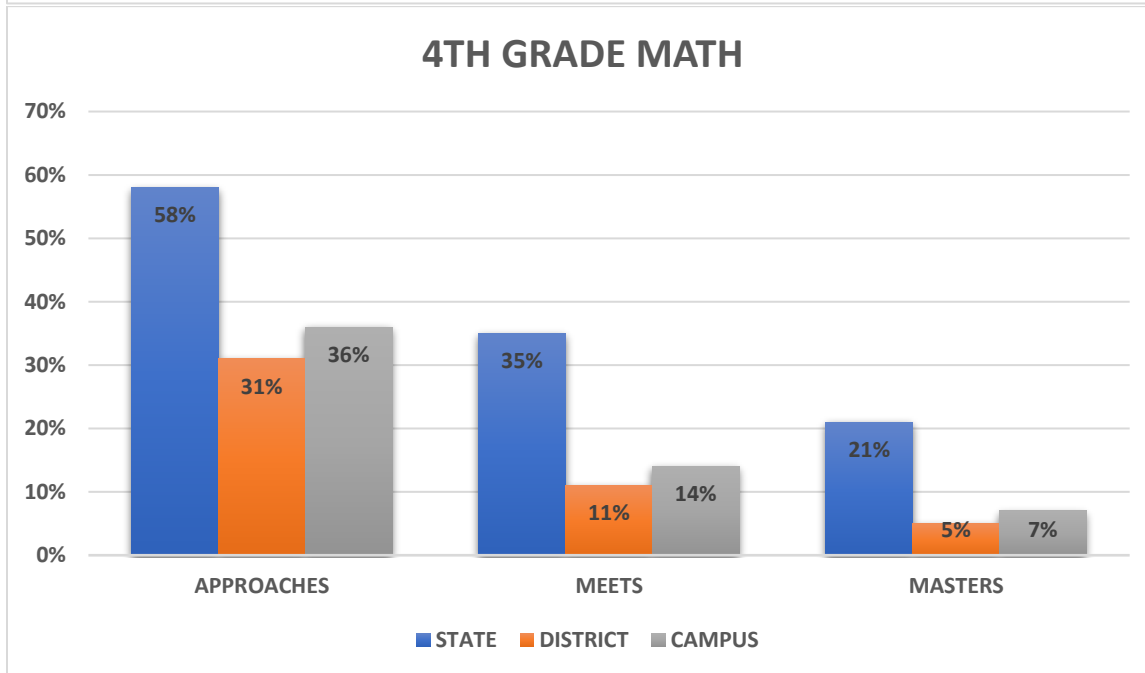
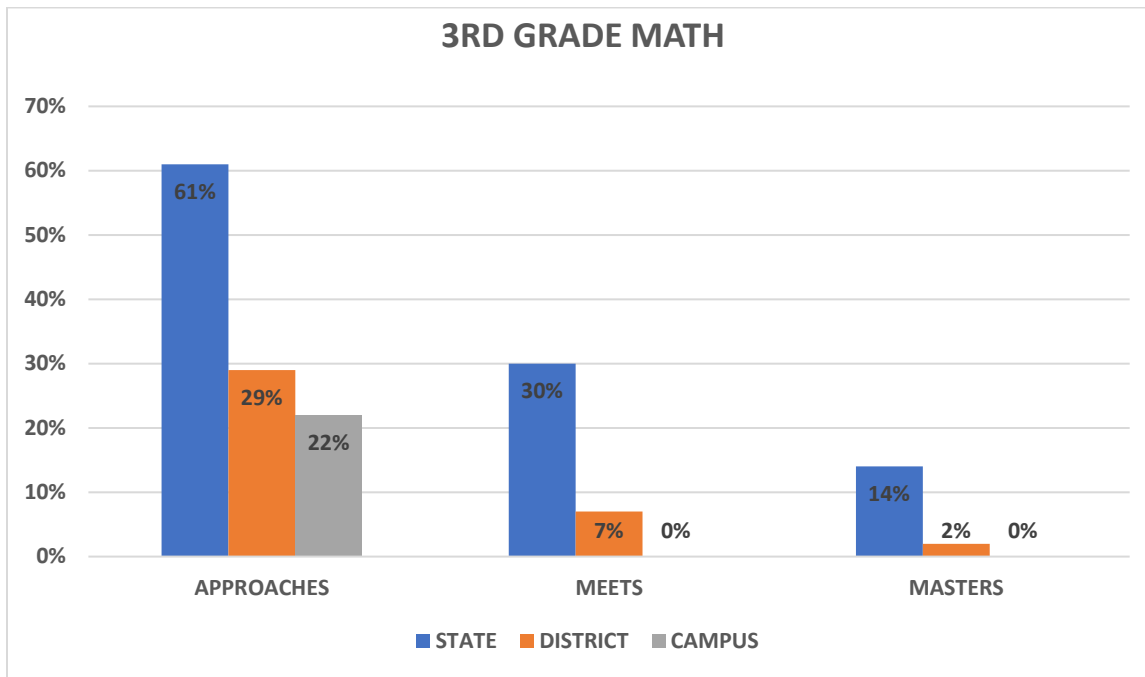


Analysis:

- Average scale score for Reading was 1269 and 1145 for Spanish Reading.
- Average scale score for Hispanic students was 1265 in Reading and 1145 in Spanish Reading, while the average scale score for African American students was 1373, 1273 for LEP students, and 1365 for students identified under the Special Education indicator.



What Does the Data Say?

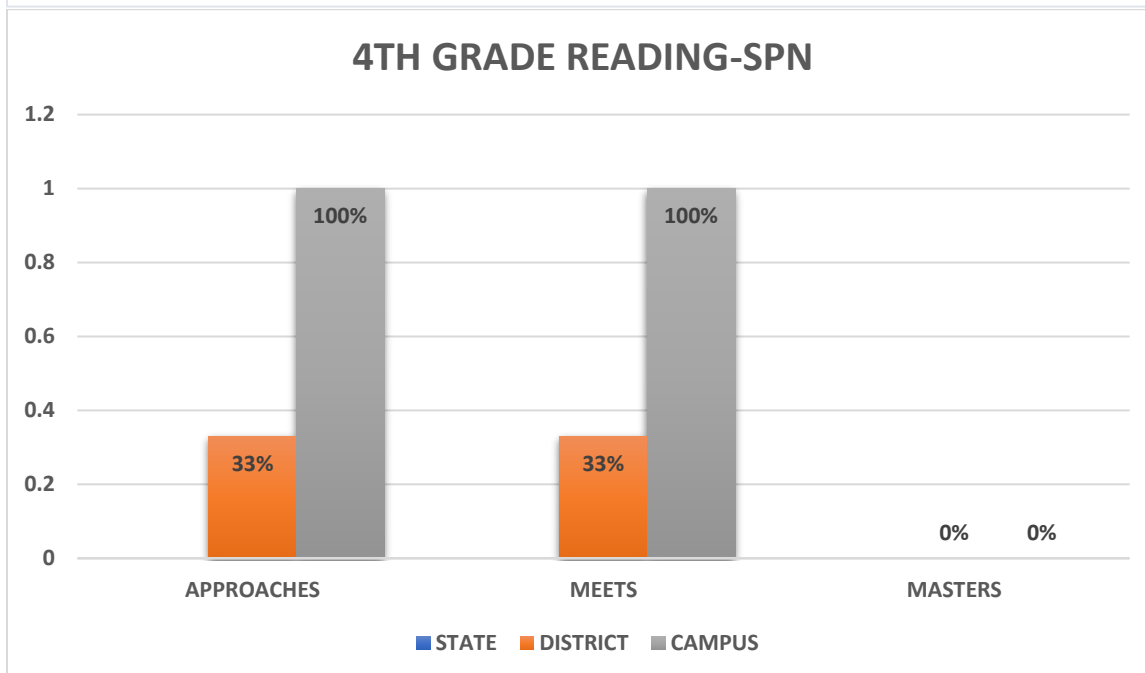
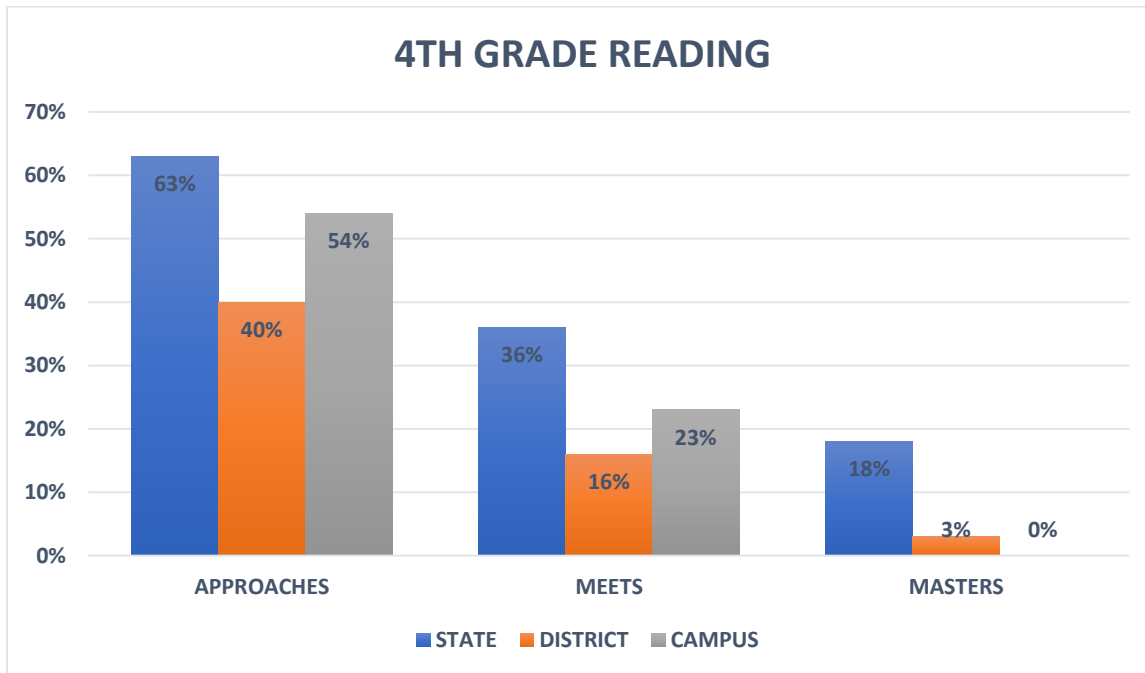


Analysis:

- Average scale score for 3rd grade Math was 1269 and 1462 for 4th grade.
- Average scale score for 3rd grade Hispanic students was 1265, 1284 for African American students, 1236 for LEP students and 1230 for students identified under the Special Education indicator.
- Average scale score for 4th grade Hispanic students was 1506, 1383 for African American students, 1493 for LEP students, and 1337 for students identified under the Special Education indicator



What Does the Data Say?

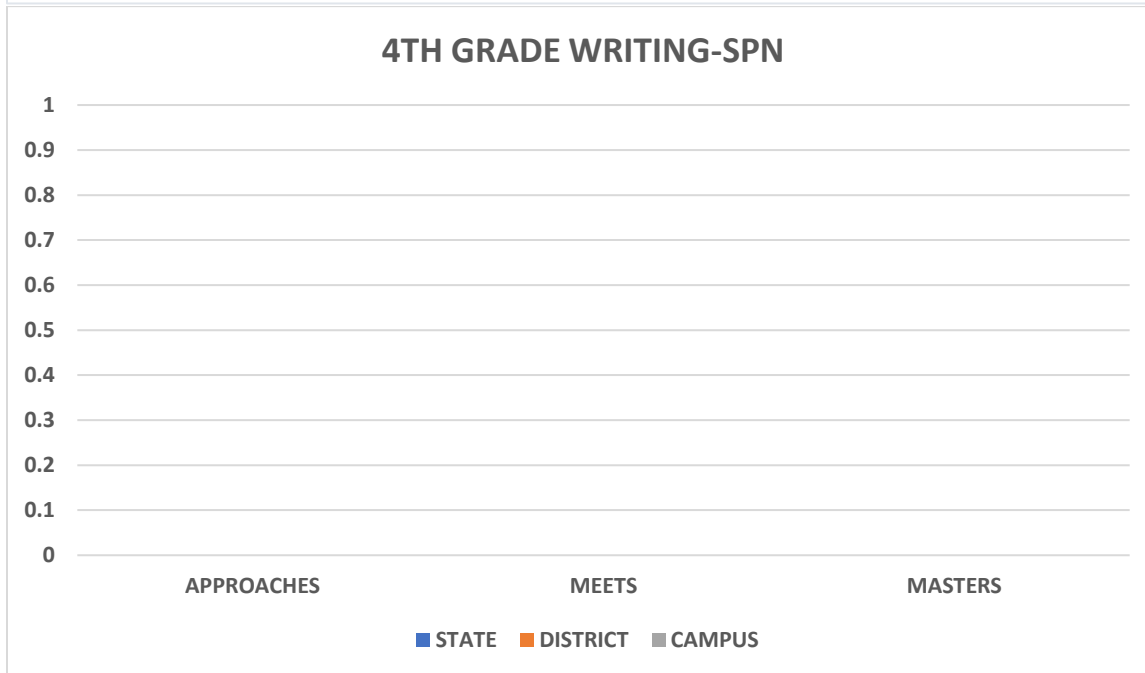
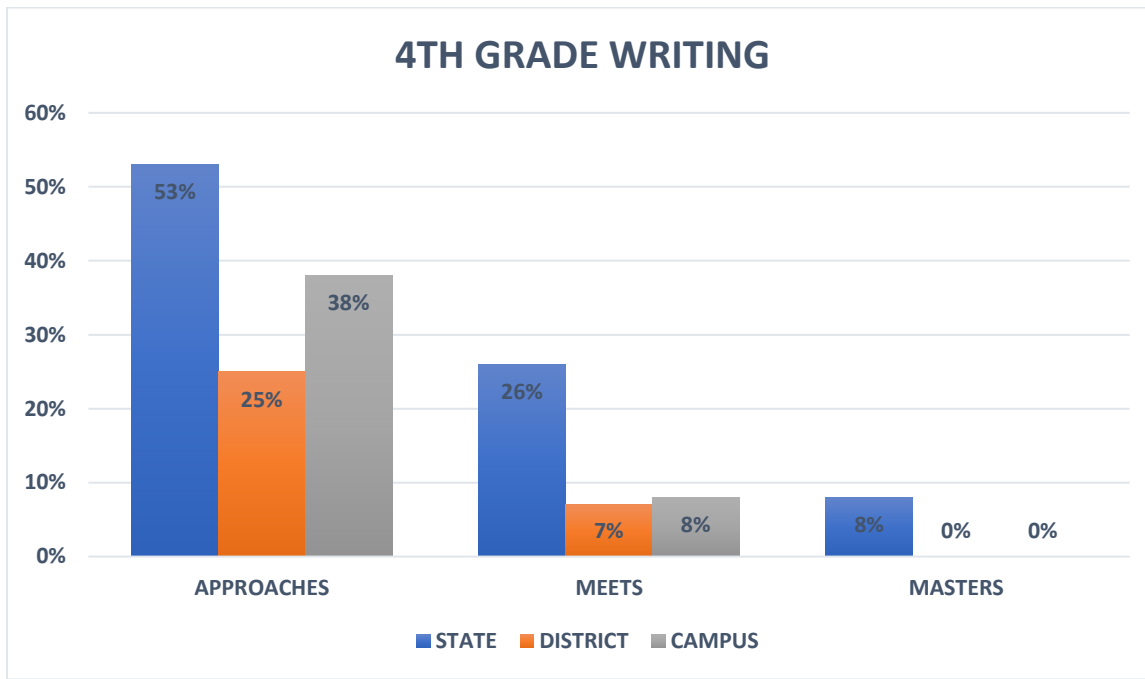


Analysis:

- Average scale score for 4th grade Reading was 1433 and 1580 for Spanish Reading.
- Average scale score for Hispanic students was 1442 in Reading and 1580 in Spanish Reading, while the average scale score for African American students was 1420, 1425 for LEP students, and 1362 for students identified under the Special Education indicator.



What Does the Data Say?



Analysis:

- Average scale score for Writing was 3307 and 3498 for Spanish Writing.
- Average scale score for Hispanic students was 3425, while the average scale score for African American students was 3118, 3441 for LEP students, and 2900 for students identified under the Special Education indicator.