

Richardson Independent School District

Carolyn G. Bukhair Elementary

2025-2026 Campus Improvement Plan



Mission Statement

All scholars at Carolyn Bukhair Elementary will demonstrate growth in academics and social-emotional intelligence through powerful relationships and high-quality instruction.

Vision

Every Child. Every Teacher. Every Leader. Every Day.

Value Statement

Growth
Integrity
High Expectations
Community
Relationships

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 11

School Processes & Programs 15

Perceptions 27

Priority Problem Statements 32

Comprehensive Needs Assessment Data Documentation 34

Goals 36

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth 36

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies. 45

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff. 47

Goal 4: We will create opportunities to ensure engagement with community members in RISD. 52

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action. 54

Comprehensive Needs Assessment

Demographics

Demographics Summary

About Our School

Carolyn G. Bukhair Elementary, affectionately known as CBE, stands as a beacon of educational excellence within the Richardson Independent School District. With a commitment to nurturing young minds from Early Childhood through grade 6, CBE has earned a reputation for providing a transformative learning experience that prepares students for a successful future.

Conveniently situated in the west corner of the Richardson Independent School District, CBE boasts a strategic location that fosters connections with neighboring communities. To the south and west, the school's close proximity to Dallas Independent School District establishes an environment rich in diverse perspectives and cultural exchanges. Nestled at 13900 Esperanza Road in Dallas, TX, CBE's campus is a haven for learning, discovery, and growth. The sprawling grounds provide a vibrant backdrop where students embark on their educational journey, guided by a dedicated team of educators and staff. Under the visionary leadership of Dr. Anabel Ruiz, the school's vibrant community is united by a shared goal: to cultivate an atmosphere where students not only excel academically but also develop the critical skills and character traits essential for thriving in an ever-evolving world.

Our school stands as a beacon of hope within a community marked by its resilience, overcoming adversity, and fostering positive change. Situated in an area characterized by extreme poverty and migrant mobility, the school has played a vital role in transforming lives and revitalizing the surroundings. Located on what used to be named Maham Road, the school's history is intertwined with the challenges faced by the community. Maham Road, once infamous for its high crime rates, bore the weight of its name as "Mayhem." The street name seemed to reflect the struggles that the community encountered, encapsulating a time when safety concerns cast a shadow over the area. However, in 2017, a momentous shift occurred that encapsulated the spirit of transformation and aspiration within the community. The street's name was changed to Esperanza, meaning "Hope" in Spanish. This symbolic alteration signified not just a change in nomenclature, but a reawakening of collective determination to overcome obstacles and create a brighter future for the generations to come. With the change in name came a renewed sense of purpose for Carolyn G. Bukhair Elementary and the community it serves. The journey towards progress has been marked by the dedication of educators, families, and local leaders who rallied together to foster an environment of growth, safety, and learning.

Since then, Carolyn G. Bukhair Elementary has become a pivotal catalyst in the community's transformation. The school has been a bastion of learning, empowerment, and collaboration, equipping students with the tools they need to rise above their circumstances. The collective efforts of the school's staff, families, and community partners have led to a remarkable reduction in crime rates and an overall improvement in outcomes for the families residing in the area. The change in the street's name served as a harbinger of hope, and the community's response has been nothing short of inspirational. It showcases the remarkable potential for positive change when a community comes together with a shared vision of progress and a determination to rewrite their narrative. Carolyn G. Bukhair Elementary is more than just a school; it is a testament to the transformative power of unity, hope, and education. As we continue on this journey, we are committed to nurturing a generation of empowered individuals who will shape a brighter future for themselves and their community.

The school's mission transcends conventional educational paradigms. CBE stands committed to fostering an inclusive and engaging environment that celebrates the uniqueness of each student. By embracing innovative teaching methodologies, leveraging cutting-edge resources, and prioritizing individualized interventions, the school crafts an educational experience tailored to the needs of its diverse student body. At CBE, learning extends beyond the classroom walls. A robust array of extracurricular activities, clubs, and events encourages students to explore their passions, develop leadership skills, and forge lifelong friendships. This holistic approach to education underscores CBE's commitment to nurturing well-rounded individuals capable of contributing meaningfully to society.

Carolyn G. Bukhair Elementary stands as a beacon of educational excellence within the heart of our community, serving as a cornerstone of learning for students spanning from Pre-K to 6th grade. As a neighborhood school, we take immense pride in fostering a vibrant and inclusive environment that caters to the unique developmental needs of our diverse student

population. In the past, Carolyn G. Bukhair Elementary embarked on a transformative journey as an ACE (Accelerating Campus Excellence) campus within the esteemed Richardson Independent School District (RISD). This decision was inspired by the ACE model pioneered by Dallas Independent School District (DISD), which was tailored to address academic challenges head-on. Our school, like others in the program, embarked on a dedicated mission to elevate our educational standards, strengthen teaching methodologies, and forge meaningful connections between students, teachers, families, and the broader community.

Through collaborative efforts, tireless dedication, and a shared commitment to academic growth, Carolyn G. Bukhair Elementary emerged triumphant from the challenges that once clouded its path. The ACE designation served as a catalyst for change, igniting a passion for improvement that has continued to guide us to this day. Our journey from an ACE campus to a thriving hub of learning showcases our school's resilience, adaptability, and unwavering determination to overcome obstacles and rise to the occasion. Today, as we reflect on our past achievements and the lessons learned, Carolyn G. Bukhair Elementary stands as a shining example of how a school community can unite to overcome adversity and propel itself toward lasting success. We celebrate our diverse student body, dedicated educators, supportive families, and the synergy of our community partnerships that together form the foundation of our educational endeavors.

Our commitment to excellence remains unwavering. With a renewed sense of purpose and a proven track record of growth, we continue to uphold our reputation as a preeminent educational institution. As we look toward the future, we remain focused on providing a nurturing environment that fosters holistic development, academic prowess, and the skills necessary to navigate an ever-evolving world.

About Our Students

Carolyn G. Bukhair Elementary has witnessed a remarkable and steady increase in its enrollment over the years, with a current student population approaching the 700 mark. This growth has not only reflected the school's reputation for academic excellence but has also highlighted the diversity and richness of our student body. The majority of our students proudly trace their heritage to Hispanic descent, predominantly hailing from various Latin American countries, most notably Mexico. In recent years, we have also welcomed students from a plethora of Central American nations, showcasing the school's inclusive and welcoming environment. The demographic landscape of our student body is a testament to the enduring resilience and determination of the families we serve. The journey to the United States from their home countries is often marked by numerous challenges, including language barriers, cultural adjustments, and socio-economic hardships. Families have made immense sacrifices, leaving behind their familiar surroundings in search of better opportunities for their children. This arduous journey speaks volumes about the value these families place on education and their commitment to providing their children with a brighter future.

It is crucial to acknowledge that many of our students have experienced traumatic events, both in their countries of origin and during their migration journey. The harrowing experiences they may have endured include violence, displacement, family separations, and the uncertainty of a new environment. These experiences can have profound and lasting impacts on their emotional and psychological well-being. In light of these challenges, embracing a trauma-informed approach to education is not just beneficial—it's a necessity. Trauma-informed education recognizes the potential effects of trauma on students' learning experiences and behavioral responses. Our school's commitment to this approach ensures that we create a safe, nurturing, and supportive environment where students feel valued and understood. Through trauma-informed practices, we prioritize building strong relationships, offering emotional support, and providing resources that cater to the unique needs of our diverse student population. Trauma-informed education empowers our teachers to understand and respond appropriately to the effects of trauma on students' academic performance and social interactions. By fostering a culture of empathy and sensitivity, we help our students regain a sense of control and security, enabling them to better engage in the learning process.

Available Student Information from the 2022-2023 school year from the PEIMS Snapshot on October 2022 shows a Total Enrollment of 629 students, increasing to nearly 700 by the end of the 2022-2023 school year. From the total enrollment count, about 97.93 percent of our student population is Economically Disadvantaged, 10.8 percent are served in Special Education, and 89.7 percent are Emergent Bilingual/English Learners. Our demographical statistics report that our largest student group by Race/Ethnicity are Hispanic with 92.7 percent of the total student body, with 4.6 percent African American and 2.2% in the other student subgroups. Our school also has a small population of homeless and unaccompanied youth, with 13 students identified in this category. Also, 180 of our students, representing roughly 29 percent of our student body, are recent immigrants.

Attendance Patterns

In order to gain a comprehensive understanding of Carolyn G. Bukhair Elementary's current student body and attendance trends, it is crucial to delve into the demographic makeup of our school community. Our institution proudly serves a diverse population that encompasses various socioeconomic backgrounds, ethnicities, and cultures. This rich diversity is an essential aspect of our school's identity, fostering an environment of inclusivity and promoting cultural awareness among our students. As previously described, a significant portion of our student body hails from families facing economic challenges, resulting in a high poverty rate within our community. This demographic reality underscores the importance of providing not only quality education but also necessary support systems to ensure equitable opportunities for every student. Additionally, our school community is comprised of a range of minority groups, reflecting the broader cultural tapestry of the region we serve.

One of the vital metrics used to gauge the overall engagement and involvement of students is the attendance rate. Currently, Carolyn G. Bukhair Elementary maintains an attendance rate of 94.6%. While this figure demonstrates the dedication of both students and educators, it is pertinent to acknowledge that this attendance rate falls below the recommended benchmark. The gold standard for school attendance is considered to be at least 97%, as set by educational institutions and research organizations. The factors contributing to our current attendance rate encompass a complex interplay of socioeconomic realities and cultural dynamics. Families in our high-poverty community may face challenges that hinder regular school attendance, such as transportation limitations, health concerns, and socio-economic pressures. Additionally, students from minority backgrounds may experience unique cultural barriers that impact their participation in school activities. Understanding and addressing these multifaceted factors are essential steps in improving our attendance rate and fostering a positive learning environment for all students. By acknowledging the current attendance rate and the underlying factors that contribute to it, we pave the way for informed decision-making and strategic planning. It is through this concerted effort that we can work towards raising our attendance rate to meet and exceed the goal of at least 97%.

Student Behavior and Discipline Trends

In recent years, Carolyn G. Bukhair Elementary has witnessed a remarkable transformation in student behavior trends, discipline referrals, suspensions, and expulsions. Through the dedicated efforts of our staff and the consistent implementation of effective behavioral strategies across all grade levels, our school has achieved a significant reduction in behavior incidents, resulting in a profound positive impact on student learning and overall school climate. Over the past three years, Carolyn G. Bukhair Elementary has experienced a noteworthy decline in behavior incidents among our student population. This decline can be attributed to our comprehensive approach to fostering a safe and respectful learning environment, where both academic and behavioral expectations are clearly communicated and consistently reinforced. By cultivating a culture of mutual respect and emphasizing the importance of responsible behavior, students have become more engaged in their learning, leading to fewer disruptions and conflicts within the school setting.

The concerted efforts of our school's administration and teaching staff have resulted in a substantial decrease in discipline referrals. By proactively addressing behavioral issues through targeted interventions and personalized support, we have effectively minimized the need for traditional disciplinary measures. Instead of relying solely on punitive measures, our school has embraced a proactive approach that involves restorative practices, conflict resolution techniques, and social-emotional learning initiatives. This shift in approach has not only prevented minor issues from escalating but has also nurtured students' abilities to self-regulate and make responsible choices.

The positive behavior trends have had a direct impact on the reduction of suspensions and expulsions at Carolyn G. Bukhair Elementary. As behavior incidents have declined, instances that might have previously led to suspensions or expulsions are now being addressed through alternative strategies that focus on teaching appropriate behaviors, addressing underlying issues, and promoting positive relationships. This shift has not only kept students engaged in their learning but has also contributed to a more inclusive and supportive school environment, where every student has the opportunity to thrive academically and socially. The decline in behavior incidents, along with the decrease in suspensions and expulsions, has created a more conducive environment for learning. With fewer disruptions in the classroom, teachers are better able to deliver their lessons effectively, and students can fully engage in their studies. This positive learning environment has led to improved academic performance, increased attendance rates, and a greater sense of belonging among our student body. Currently, one trend from last year that we are continuing to address is vaping in the upper elementary grades among our student body. Our investigations have seen a reduction of instances and a no-excuses approach to dealing with this harmful practice.

Student Discipline Analysis: Identifying Trends and Areas of Focus

In our continuous endeavor to create a safe and nurturing learning environment at Carolyn G. Bukhair Elementary, it is essential to conduct a thorough analysis of student discipline data. This assessment provides valuable insights into the areas that require attention and strategic intervention, ensuring that our students receive the support they need to thrive both

academically and socially. A comprehensive review of disciplinary referrals from the previous academic year reveals interesting trends in terms of grade-level distribution. Among the referrals received, the data points to a notable concentration among the 6th grade students, with a total of 57 referrals. This observation underscores the significance of tailoring targeted interventions to address the unique challenges that students in this grade may be facing. Following closely, we observed 31 referrals from the 3rd grade, emphasizing the need for early interventions to cultivate positive behavior and social skills. In the same vein, 29 referrals were recorded for 1st grade students, indicating a potential opportunity to instill behavioral expectations from the onset of a student's academic journey. The distribution continues as follows: 28 referrals from 5th grade, 24 from 4th grade, 4 from PreK, and 2 from Kindergarten. Recognizing the trends across these grade levels allows us to tailor our disciplinary approach to the varying developmental stages and needs of our students.

Within the spectrum of referral reasons, it is essential to identify the predominant issues that warrant disciplinary attention. The data highlights the following categories as areas that require targeted intervention:

1. **Mistreatment of Others (56 Referrals):** A significant portion of disciplinary referrals pertains to incidents involving mistreatment of fellow students. Addressing this issue requires a multifaceted approach that fosters empathy, conflict resolution skills, and a comprehensive understanding of respectful interpersonal interactions.
2. **Disregard for Authority (24 Referrals):** Instances of disregard for authority underscore the importance of instilling a culture of respect for rules and guidelines. By promoting a sense of responsibility and accountability, we can equip students with the tools they need to navigate authority structures both within the school environment and beyond.
3. **Classroom Disruption (20 Referrals):** Classroom disruption can hinder the learning experience for all students. Developing strategies to manage disruptive behavior while maintaining an engaging and inclusive classroom environment is crucial for fostering a positive educational atmosphere.
4. **Fighting (16 Referrals):** Incidents of fighting are not only disruptive but can also pose safety concerns. Implementing conflict resolution programs and teaching students constructive ways to resolve conflicts can contribute to reducing such incidents.

By identifying these areas of focus and tailoring our interventions accordingly, we can work collaboratively as an educational community to create an environment where all students feel safe, respected, and empowered to reach their full potential. Our commitment to this ongoing assessment and improvement process reflects our dedication to the holistic development of each student at Carolyn G. Bukhair Elementary.

About our Staff

In the pursuit of providing a nurturing and enriching learning environment, Carolyn G. Bukhair Elementary acknowledges the critical role that our staff members play in shaping the educational experience of our students. Our school's commitment to excellence is evident through various metrics, including the student-to-teacher ratio, staff composition, and teacher qualifications. Our school places a strong emphasis on maintaining an optimal student-to-teacher ratio, recognizing its impact on personalized instruction and student success. According to recent reports, Carolyn G. Bukhair Elementary boasts a student-to-teacher ratio of 20:1. This ratio reflects our dedication to fostering meaningful teacher-student interactions and tailored educational support.

During the 2021-2022 school year, our institution was staffed by a total of 61.5 full-time staff members. Within this dedicated team, 49.4 individuals served as full-time teachers, forming the cornerstone of our academic programs. This substantial teacher presence underscores our commitment to delivering high-quality education and individualized attention to each student. At CBE, we recognize that the competence and expertise of our teaching staff are pivotal to achieving educational excellence. The data from the 2021-2022 academic year indicated that the average teacher salary stood at \$58,537. This figure reflects our commitment to rewarding our educators for their dedication and hard work, ensuring a motivated and engaged faculty. Furthermore, we take pride in the fact that 84 percent of our teachers hold a Texas teaching certification. This statistic underscores the professionalism and qualifications of our educators, demonstrating their adherence to rigorous state standards and their ongoing commitment to professional growth.

The backbone of our educational ecosystem lies in the expertise and dedication of our teaching staff. Committed to nurturing young minds and fostering an environment of growth, our teachers bring a wealth of experience and diversity to our school community. A defining feature of our teaching staff is their substantial prior teaching experience. A remarkable 28.3 percent of our educators boast an impressive 11 to 20 years of experience in the field of education, demonstrating a steadfast commitment to their craft. In addition, a notable 14.5 percent have served our school and its students with an even more extensive tenure, reflecting their enduring dedication to shaping the future generation.

While experience is paramount, our staff also embraces a healthy balance of educators with varying levels of tenure. Approximately 57 percent of our teaching staff possess less than

10 years of teaching experience, infusing our school with fresh perspectives and innovative approaches to education. This balance ensures a dynamic blend of seasoned wisdom and youthful enthusiasm, creating a vibrant educational atmosphere. Diversity is not only celebrated but cherished within our school community. Our teaching staff epitomizes this principle, with a rich tapestry of backgrounds and cultures enhancing the educational experience. Among our educators, 47.8 percent identify as White, while 40.9 percent proudly represent the Hispanic community, forming the two major pillars of our teaching groups.

Further enriching our mosaic are the contributions of our Asian-American educators, comprising 5.7 percent of our staff. Additionally, 4.5 percent of our teaching staff identify as African American or represent Two or More Races, symbolizing the inclusive spirit that thrives within our school. The amalgamation of these diverse backgrounds fosters an environment where students are exposed to a myriad of perspectives, traditions, and insights. Our commitment to embracing these differences not only prepares students for the globalized world but also nurtures a sense of unity and understanding among our entire school community.

Accomplished Staff Members at our School

At Carolyn G. Bukhair Elementary, we pride ourselves on the exceptional quality of our teaching staff, which is the cornerstone of our commitment to providing a superior educational experience to our students. Our school boasts a team of educators who have not only demonstrated remarkable dedication and passion for their profession but have also earned recognition through the prestigious Teacher Incentive Allotment (TIA) program.

The Teacher Incentive Allotment (TIA), established by the Texas Legislature through House Bill 3, represents a pioneering initiative aimed at not only elevating the teaching profession but also addressing the critical need for highly effective educators in traditionally challenging educational settings. This program is designed to provide an attainable pathway for exceptional teachers to earn competitive salaries, including the possibility of six-figure incomes. Furthermore, TIA is strategically structured to incentivize the attraction and retention of top-tier educators, especially in schools like ours that have historically faced staffing challenges.

We are delighted to announce that Carolyn G. Bukhair Elementary is home to a distinguished cadre of TIA-recognized teachers. Among our staff:

4 teachers have achieved the RECOGNIZED level: These educators have demonstrated a significant impact on their students' academic growth and have showcased an unwavering commitment to their professional development. Their dedication to student success is evident in their consistent efforts to innovate and refine their teaching methodologies.

6 teachers have achieved the EXEMPLARY level: These educators stand out as shining examples of instructional excellence. Through their exceptional classroom practices and data-driven approaches, they have consistently shown an ability to foster a deeper understanding of the curriculum while nurturing a love for learning among their students.

4 teachers have achieved the MASTER level: Representing the pinnacle of teaching prowess, these educators have not only achieved remarkable student outcomes but have also become leaders in the educational community. Their expertise extends beyond their classrooms, enriching the school's culture and driving collaborative initiatives that benefit both students and fellow staff members.

The presence of such a diverse and accomplished TIA-recognized teaching cohort at Carolyn G. Bukhair Elementary is a testament to our commitment to academic excellence. These educators bring a wealth of experience, passion, and innovation to our classrooms, enriching the learning journey of every student under their care. Their presence not only raises the bar for teaching standards but also embodies our school's dedication to cultivating an environment where both educators and students can thrive. As we continue to forge ahead in the pursuit of educational excellence, we remain grateful for our TIA-recognized teachers' unwavering dedication and contributions to Carolyn G. Bukhair Elementary. Their impact resonates far beyond the classroom, shaping the future of our students and empowering them to achieve their highest potential.

Staff Retention

One of the most notable achievements at Carolyn G. Bukhair Elementary (CBE) in recent years has been the remarkable improvement in staff retention and stability. This success can be attributed to a combination of supportive work environments, professional development opportunities, and a strong sense of community that fosters collaboration and growth.

In the past, staff retention had been a significant challenge for CBE, with a substantial number of resignations during the 20-21 school year, totaling 34 staff members. Recognizing the importance of retaining experienced and dedicated educators, the school administration and leadership took proactive steps to address this issue. Over the subsequent years, these efforts have yielded remarkable results. As evidenced by the Campus Needs Assessment, the number of staff resignations has significantly decreased. In the current school year, only 8 staff members have chosen to resign, showcasing a remarkable turnaround from the challenging year of 20-21. This positive trend reflects the dedication of the CBE administration and staff in creating a more supportive and fulfilling work environment.

The increased staff retention at CBE can be attributed to a range of initiatives and strategies that have been implemented. Regular opportunities for professional development and growth have empowered staff members to continuously enhance their skills, enabling them to deliver high-quality education to the students. Moreover, the establishment of collaborative spaces and open lines of communication has nurtured a sense of belonging and teamwork among the staff, leading to increased job satisfaction. Furthermore, the administration's commitment to recognizing and valuing the contributions of its staff has played a pivotal role in improving retention levels. Staff members feel appreciated for their hard work and dedication, fostering a positive and motivated atmosphere within the school community.

Demographics Strengths

- Neighborhood school that has been a catalyst in its community's transformation.
- A school that fosters an inclusive and engaging environment.
- A staff that celebrates the uniqueness of large student population of nearly 700 learners.
- Steady enrollment growth, when compared to other schools that lose students to charter schools.
- Previously an ACE Campus that has since overcome many achievement milestones.
- Demonstrable success despite almost 98 percent of our student population being Economically Disadvantaged.
- Average teacher salary of nearly \$60,000.
- Nearly 90 percent of our teachers are Highly Qualified and hold a Texas Certification.
- Most of our staff are veteran and experienced teachers.
- Very diverse racial groups of educators.
- 14 of our teachers are recognized through the Teacher Incentive Allotment (TIA).
- Staff retention has increased considerably, with only 8 resignations before the current school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low student daily attendance with an average of 94.6 percent ADA.

Root Cause: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.

Problem Statement 2 (Prioritized): Most instances of student misbehavior constituted mistreatment of others, disregard for authority, and classroom disruption.

Root Cause: Expectations across grade levels and teachers are different, with different approaches to classroom management, relational capacity, and tolerance for disruption before writing a student up on an office referral.

Problem Statement 3: We don't have actively engaged parents in the day to day operations of the school such as volunteers, PTA, SBDM, LPAC, and classroom parents.

Root Cause: We don't have a well implemented post-COVID Parental Involvement Strategy that is consistent with the needs of the students and their families.

Problem Statement 4: Our parents don't have a reliable way of reading communication from school (such as email, social media, etc.)

Root Cause: Our school doesn't have a communication strategy or personnel assigned to parental and community outreach.

Problem Statement 5: Currently, only 84% of our teachers are certified.

Root Cause: There is a teacher shortage and retention strategies have not been consistently implemented at a State, District, and Campus levels.

Student Learning

Student Learning Summary

School Performance

Carolyn G. Bukhair Elementary School has received an overall rating of "B" with a score of 81 from the 2021-2022 school year (these are the latest released scores on the Texas School Report Cards website from the Texas Education Agency). During the COVID-19 Pandemic, schools in Texas were "Not Rated" given a Declared State of Disaster. Prior to the COVID-19 Pandemic, our school received a TEA rating of "D" during the 2018-2019 school year and an "Improvement Required" designation during the 2017-2018 school year, highlighting the current "B" rating as a success of the efforts of Richardson ISD and the leadership of the school in addressing the needs of all students.

During the 21-22 School Year, our school received its rating due in part of how our students performed over time. With many of our students attending our school being significantly below grade level, their academic growth was rewarded in reading and math skills over the course of the school year, with 312 of our submitted tests in math and reading showing that our students are reaching their growth targets, and resulting in a percentage of students who gained a full year of academic skills. This is significant, provided that when comparing our relative academic performance to other schools with similar economically disadvantaged populations, if we were to take the amount of students scoring a passing grade on state assessments, our school would be well in the "Not Rated" category of schools with academic performance gaps.

This makes our focus and "North Star" very clear: **to ensure that all of our students meet or exceed their growth targets** starting in the foundational primary grades and continuing on our elementary grades where STAAR is an indication of our school's performance.

When looking at our school's academic performance, only 26 percent of our students are equipped to meet grade level expectations and scoring at the MEETS Performance Level or above. In Reading, 26 percent of our students met or exceeded grade level expectations. In Mathematics, 30 percent of our students met or exceeded grade level expectations. And in Science, only 7 percent of our students met or exceeded grade level expectations. An additional 29 percent of the total student population scored at the APPROACHES Performance Level that, combined with the 26 percent that met or exceeded grade level expectations, resulted in slightly more than half of our school approaching grade level or above on the state assessments.

When looking at the performance data of our student groups, our school met the Growth Targets for every eligible student group, however, our school did not reach any target on academic achievement for any student group.

Distinction Designations

During the 2021-2022 school year, our school did not receive any Distinction Designations from the Texas Education Agency. Distinction Designations are awarded when a school shows **exceptional achievement** in certain areas. Eligible schools and districts can earn distinctions in the following areas:

- Academic Achievement in English Language Arts/Reading (school only)
- Academic Achievement in Mathematics (school only)
- Academic Achievement in Science (school only)
- Academic Achievement in Social Studies (school only)
- Top 25 Percent: Comparative Academic Growth (school only)
- Top 25 Percent: Comparative Closing the Gaps (school only)
- Postsecondary Readiness (district and school)

NWEA MAP Growth from the Fall of 2022 to Spring 2023

MAP Growth is an assessment for measuring achievement and growth in K–12 math, reading, and science. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. The numbers below represent the percent of students who met their projected growth set at the beginning of the school year in the Fall of 2022:

Reading Spanish MAP Growth (306 students took this test):

Overall, 55 percent of the students who took this test scored on grade level or above, and 47 percent of students met their growth target.

Grade Level	Carolyn G Bukhair Elementary	Richardson ISD
KG	69%	53%
Grade 1	20%	45%
Grade 2	28%	35%
Grade 3	64%	65%
Grade 4	62%	54%

Reading English MAP Growth (391 students took this test):

Overall, 21 percent of the students who took this test scored on grade level or above, and 42 percent of students met their growth target.

Grade Level	Carolyn G Bukhair Elementary	Richardson ISD
KG		57%
Grade 1	36%	40%
Grade 2	22%	46%
Grade 3	41%	48%
Grade 4	42%	44%
Grade 5	70%	48%
Grade 6	48%	46%

Math MAP Growth (519 students took this test):

Overall, 47 percent of the students who took this test scored on grade level or above, and 59 percent of students met their growth target.

Grade Level	Carolyn G Bukhair Elementary	Richardson ISD
KG	92%	60%

Grade Level	Carolyn G Bukhair Elementary	Richardson ISD
Grade 1	32%	49%
Grade 2	43%	46%
Grade 3	72%	51%
Grade 4	61%	41%
Grade 5	59%	33%
Grade 6	76%	61%

Science MAP Growth (66 students took this test):

Overall, 48 percent of the students who took this test scored on grade level or above, and 78 percent of students met their growth target.

Grade Level	Carolyn G Bukhair Elementary	Richardson ISD
Grade 5	82%	66%

Student Learning Strengths

- 69% of Kindergarten students at CBE met or exceeded their Spanish Reading growth goals, above Richardson's average of 53% of students
- 92% of Kindergarten students at CBE met or exceeded their Math growth goals, above Richardson's average of 60% of students

- 64% of Grade 3 students at CBE met or exceeded their Spanish Reading growth goals, above Richardson's average of 65% of students
- 72% of Grade 3 students at CBE met or exceeded their Math growth goals, above Richardson's average of 51% of students
- 62% of Grade 4 students at CBE met or exceeded their Spanish Reading growth goals, above Richardson's average of 54% of students
- 61% of Grade 4 students at CBE met or exceeded their Math growth goals, above Richardson's average of 41% of students
- 70% of Grade 5 students at CBE met or exceeded their English Reading growth goals, above Richardson's average of 48% of students
- 59% of Grade 5 students at CBE met or exceeded their Math growth goals, above Richardson's average of 33% of students
- 82% of Grade 5 students at CBE met or exceeded their Science growth goals, above Richardson's average of 66% of students
- 48% of Grade 6 students at CBE met or exceeded their English Reading growth goals, above Richardson's average of 46% of students
- 76% of Grade 6 students at CBE met or exceeded their Math growth goals, above Richardson's average of 61% of students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are underperforming in Reading and Mathematics.

Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Problem Statement 2 (Prioritized): Our students are underperforming in Reading and Mathematics.

Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Problem Statement 3 (Prioritized): Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student population, is "Not Rated" and performing below acceptable performance levels.

Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Problem Statement 4: Only 26 percent of our students are on grade level (or above) in Reading in grades 3-6 based on 21-22 STAAR Data.

Root Cause: Lack of consistency in education opportunities across our students.

Problem Statement 5: Only 30 percent of our students are on grade level (or above) in Math in grades 3-6 based on 21-22 STAAR Data.

Root Cause: Lack of consistency in education opportunities across our students, which affects their ability to read and comprehend on grade level math problems

Problem Statement 6: Only 7 percent of our students are on grade level (or above) in Science in grade 5 based on 21-22 STAAR Data.

Root Cause: Our students are not receiving a strong foundation in Science before arriving to Grade 5.

Problem Statement 7: Our school did not met the percent targets for the English Language Proficiency measures for Emergent Bilingual (EB)/English Learners' (ELs) progress towards achieving English Language proficiency during the 21-22 school year.

Root Cause: Lack of success with the current ESL pull-out model.

Problem Statement 8 (Prioritized): Grades 1 and 2 are underperforming in all academic subjects when compared to other students's growth in RISD

Root Cause: New teachers and some struggling teachers in grades 1 and 2.

School Processes & Programs

School Processes & Programs Summary

Nurturing Student Success through our School Processes and Programs

At Carolyn G. Bukhair Elementary, we take great pride in our dedicated team of highly qualified teaching professionals who are wholeheartedly committed to fostering an environment where every student can connect, grow, learn, and ultimately succeed. Our school's core mission centers around providing each child with a comprehensive educational experience that encourages their holistic development, empowering them to become confident, capable individuals. Our teaching staff consists of passionate educators who bring a wealth of expertise, experience, and enthusiasm to the classroom. They not only possess the requisite qualifications but also exhibit a deep dedication to nurturing the potential within each student. With a student-centered approach, our teachers recognize that every child is unique, possessing distinct strengths, interests, and learning styles. This understanding forms the foundation of our commitment to personalized instruction, ensuring that each student receives the guidance they need to excel academically and personally.

We believe in cultivating a culture of growth for every student, every teacher, and every leader. We understand that education extends beyond the classroom, and as such, we are committed to offering a range of programs and interventions designed to meet the diverse needs of our students. During the regular school day, we provide targeted interventions and extensions that address individualized learning goals. These efforts enable struggling students to receive the support they require while simultaneously challenging high-achieving students to further develop their skills. Our dedication to student success extends beyond the conventional school hours. We are proud to offer before and after-school programs that provide additional opportunities for enrichment, remediation, and skill-building. These programs are designed to bolster the academic progress of our students and create an environment where learning transcends the traditional classroom setting.

We recognize that fostering student success requires a collaborative effort involving educators, parents, and the wider community. Our school promotes open lines of communication, encouraging parents to actively participate in their child's education. By working together, we create a comprehensive support network that ensures each student's needs are met and their aspirations are nurtured.

Our North Star

The "North Star" initiative in Richardson Independent School District (RISD) embodies the district's commitment to fostering academic growth and success for every student, teacher, and leader within its educational community. The overarching goal of the North Star initiative is to ensure that every individual associated with RISD is equipped with the tools, resources, and support needed to not only meet but also exceed their academic growth goals.

The North Star initiative serves as a guiding principle that shapes the strategic direction of Richardson ISD. The central vision is to create an educational environment where every student, teacher, and leader is empowered to reach their full potential academically. The purpose is to establish a framework that aligns curriculum, instruction, assessment, and professional development efforts to optimize the learning experience and outcomes for all stakeholders.

North Star Core Principles at Carolyn G. Bukhair Elementary

1. Equity and Inclusion: The North Star initiative places a strong emphasis on equity and inclusion, aiming to eliminate achievement gaps and ensure that every student, regardless of their background, has equal access to high-quality education. It recognizes the importance of acknowledging and valuing the diverse perspectives and strengths

each individual brings to the learning community.

2. **Data-Driven Decision Making:** Academic growth goals are established based on data analysis, both at the district and campus levels. By utilizing data-driven decision-making processes, RISD can tailor instructional strategies, interventions, and supports to address the unique needs of each student, teacher, and leader.
3. **Continuous Improvement:** The North Star initiative promotes a culture of continuous improvement. This involves regularly evaluating and refining educational practices, leveraging best practices, and staying current with research in the field of education. By embracing change and adaptability, RISD aims to provide an evolving educational experience that responds to the evolving needs of its community.
4. **Collaborative Engagement:** Collaboration is a cornerstone of the North Star initiative. It encourages active engagement and partnerships among students, teachers, leaders, families, and the broader community. This collaborative approach fosters a supportive network that works collectively to foster academic growth and achievement.

CBE Implementation Processes for our North Star

1. **Personalized Learning Plans:** Students are provided with personalized learning plans that take into account their strengths, interests, and areas of growth. These plans guide instruction and support, enabling students to set and work toward achievable academic goals.
2. **Professional Development:** Teachers and leaders receive ongoing professional development aligned with the latest research and pedagogical practices. This equips them with the skills and knowledge needed to effectively facilitate student growth and success.
3. **Data Analytics and Assessment:** Rigorous data analysis informs instructional decisions. Assessments are used formatively and summatively to gauge student progress, allowing for timely interventions and adjustments to teaching strategies.
4. **Family and Community Engagement:** Parents and the broader community are involved in the North Star initiative through regular communication, workshops, and engagement events. This partnership between home and school strengthens the support network for students' academic growth.

Processes to Measure our North Star Progress and its Impact

Measuring the success of the North Star initiative involves tracking academic growth across various metrics, such as standardized test scores, graduation rates, and individualized growth plans. Additionally, qualitative indicators like student and teacher feedback, engagement levels, and collaboration within the learning community are important markers of impact.

The Richardson ISD's "North Star" initiative represents a bold commitment to achieving academic growth goals for every student, teacher, and leader. By focusing on equity, data-driven decision making, continuous improvement, and collaborative engagement, RISD aims to create an educational ecosystem where all stakeholders thrive academically. The ongoing dedication to these principles and strategies will undoubtedly shape the future of education within the district, contributing to a brighter and more successful future for everyone involved.

The Graduate Profile

The Richardson Independent School District (RISD) recognizes the evolving demands of the 21st-century workforce and the importance of preparing students not only academically, but also with the essential life skills to succeed in a complex and interconnected world. The RISD's "Graduate Profile" is a comprehensive framework that outlines the core competencies students should possess upon graduation. This report focuses on the key components of the Graduate Profile: Financial Literacy, Critical Thinking and Problem Solving, Real World Connections, Effective Communication, and Emotional Intelligence.

1. **Financial Literacy:** Financial literacy is a critical skill in today's society. The RISD's Graduate Profile emphasizes the importance of equipping students with the knowledge and skills to make informed financial decisions. This includes understanding concepts such as budgeting, saving, investing, and managing debt. Integrating financial literacy into the curriculum equips students with the tools they need to navigate their financial futures responsibly.

2. **Critical Thinking and Problem Solving:** The ability to think critically and solve complex problems is a cornerstone of success in both academic and professional spheres. RISD's Graduate Profile recognizes the need to foster students' analytical and problem-solving skills. By encouraging students to explore diverse perspectives, evaluate evidence, and engage in logical reasoning, the district aims to cultivate independent thinkers who can approach challenges with creativity and confidence.
3. **Real World Connections:** In a rapidly changing world, students must be able to connect their classroom learning to real-world applications. The Graduate Profile underscores the importance of fostering a curriculum that provides opportunities for students to apply their knowledge in practical scenarios. This approach not only enhances understanding but also prepares students to tackle the complexities of real-world situations they will encounter beyond school.
4. **Effective Communication:** Communication is a fundamental skill that transcends all aspects of life. The RISD Graduate Profile emphasizes the development of effective communication skills, including both written and verbal communication. Students are encouraged to express their ideas clearly, listen actively, and engage in meaningful dialogue. This skill is vital for success in collaborative projects, job interviews, and interpersonal relationships.
5. **Emotional Intelligence:** In a world driven by technology and constant change, emotional intelligence is increasingly recognized as a vital skill. The Graduate Profile underscores the importance of developing students' emotional intelligence by promoting self-awareness, empathy, and interpersonal skills. Cultivating emotional intelligence equips students with the ability to navigate social dynamics, manage stress, and build healthy relationships.

The Richardson ISD's "Graduate Profile" serves as a guiding framework to ensure that students are not only academically proficient but also well-equipped with the essential life skills needed for success in the 21st century. By prioritizing Financial Literacy, Critical Thinking and Problem Solving, Real World Connections, Effective Communication, and Emotional Intelligence, the district is taking a holistic approach to education that prepares students to thrive in an ever-evolving global landscape. As educators, administrators, and stakeholders, embracing and supporting the principles of the Graduate Profile will contribute to the development of well-rounded, capable, and adaptable graduates.

Well-Rounded Education at Carolyn G. Bukhair Elementary Through Diverse Co-Curricular Offerings

At Carolyn G. Bukhair Elementary, we hold a steadfast commitment to fostering a holistic educational experience that extends beyond traditional classroom learning. We recognize that education encompasses not only academic excellence but also the development of well-rounded individuals equipped with a diverse skill set, a passion for learning, and a strong sense of community. To achieve this goal, our school places a significant emphasis on providing a wide array of extra and co-curricular activities that cater to students' varied interests and talents.

Our school is dedicated to providing students with a comprehensive selection of co-curricular activities that cater to their unique interests and abilities. These opportunities extend beyond the core curriculum, allowing students to explore and nurture their passions while fostering a sense of camaraderie and teamwork. The following co-curricular offerings showcase our commitment to cultivating well-rounded individuals:

1. **Musical Enrichment:** Our band and orchestra programs allow students to immerse themselves in the world of music, fostering creativity, discipline, and teamwork. Through these programs, students develop essential life skills such as time management, dedication, and the ability to work collaboratively towards a common goal.
2. **Athletic Development:** Soccer, a sport that emphasizes physical fitness, teamwork, and sportsmanship, is an integral part of our co-curricular offerings. The soccer program not only promotes healthy living but also instills valuable life skills such as leadership, perseverance, and effective communication.
3. **Nurturing Artistic Expression:** The fine arts play a pivotal role in fostering creativity and self-expression. Our fine arts program provides students with an outlet to channel their creativity through mediums such as visual arts, drama, and dance. These activities encourage individuality and innovation while promoting a sense of self-confidence.

Engaging in co-curricular activities at Carolyn G. Bukhair Elementary goes beyond enhancing students' skills and abilities in specific areas. These activities contribute to the holistic development of our students in various ways:

1. **Enhanced Learning:** Co-curricular activities offer students opportunities to apply concepts learned in the classroom to real-world scenarios. Through these experiences, students gain a deeper understanding of theoretical concepts, making learning more engaging and meaningful.
2. **Cultivation of Soft Skills:** Teamwork, communication, problem-solving, and leadership skills are integral components of success in the modern world. Co-curricular activities provide a platform for students to develop and refine these essential soft skills that are crucial for their personal and professional growth.

3. **Building Community:** Our co-curricular offerings provide a space for students to form lasting friendships and build a strong sense of belonging. Engaging in shared activities fosters a supportive community where students feel valued and connected to their peers.

At Carolyn G. Bukhair Elementary, we are dedicated to ensuring that all students have equal access to our co-curricular offerings. We strive to create an inclusive environment where every student, regardless of background or ability, can participate and thrive. Financial assistance, flexible scheduling, and varied skill levels in our programs exemplify our commitment to ensuring that all students can engage in activities that align with their interests and talents. The co-curricular offerings at Carolyn G. Bukhair Elementary stand as a testament to our dedication to providing a comprehensive educational experience. Through an expansive range of activities such as music, sports, and fine arts, we nurture well-rounded individuals who are not only academically proficient but also equipped with the skills, values, and experiences necessary for success in an ever-evolving world.

Equity, Diversity, and Inclusion: Fostering Student Success at Carolyn G. Bukhair Elementary

At Carolyn G. Bukhair Elementary, we are committed to providing a nurturing and inclusive environment that caters to the diverse needs of our student body. Our school's mission revolves around ensuring equity, diversity, and inclusion, thereby enabling every student to thrive academically, socially, and emotionally. We understand that each child possesses unique strengths and challenges, and it is our duty to provide a range of programs and services that cater to their individual needs.

Special Education: Nurturing Every Child's Potential

Our Special Education program is designed to empower students with diverse learning needs, ensuring that they have the necessary resources and support to succeed. We collaborate closely with families, teachers, and specialists to develop personalized education plans that address the specific requirements of each student. Our inclusive classrooms and trained educators create an environment where all students can engage meaningfully, learn effectively, and participate fully in the school community.

Dyslexia Services: Unlocking Language Potential

Recognizing the importance of early intervention, our Dyslexia Services offer targeted support to students facing challenges with reading and language development. We employ evidence-based strategies and interventions to enhance reading skills, boost confidence, and foster a positive attitude towards learning. By addressing dyslexia at its core, we enable students to overcome obstacles and reach their full potential.

Gifted and Talented Services: Nurturing Brilliance

Carolyn G. Bukhair Elementary celebrates the diversity of talents and abilities within our student population. Our Gifted and Talented program provides an enriched curriculum that challenges and engages advanced learners. By offering differentiated instruction and unique opportunities for exploration and creativity, we foster an environment where gifted students can excel and continue to be motivated by their thirst for knowledge.

Multi-Tiered System of Supports (MTSS): Holistic Student Growth

We firmly believe in the principle that every student can succeed, and our comprehensive MTSS system embodies this belief. By employing a tiered support system, we address the varying needs of all students. From providing additional academic assistance to implementing social and emotional interventions, our MTSS framework ensures that struggling students receive the targeted help they require. Our collaborative approach involves educators, counselors, parents, and specialists working together to guide students toward progress and achievement.

At Carolyn G. Bukhair Elementary, we view diversity as a strength and inclusion as a fundamental value. Our commitment to equity ensures that all students have equal access to quality education and support, regardless of their background or abilities. Through our array of student programs and services, we pave the way for every child to develop into a confident, capable, and compassionate individual who contributes positively to both our school and the broader community.

Pre-K Services

At Carolyn G. Bukhair Elementary, we are dedicated to fostering a nurturing and enriching environment that sets the foundation for academic success and personal growth. As part of our commitment to providing comprehensive educational opportunities, we offer a specialized Pre-K program designed to cater to the unique needs of 4-year-old students in our community. This program not only benefits the children but also serves as a vital support system for economically disadvantaged families and at-risk young learners.

Recognizing the importance of early childhood education in breaking down barriers to future success, we proudly offer a full-day Pre-K classroom option for families in our community. This initiative is tailored to meet the diverse needs of working parents while ensuring that their children receive a high-quality educational experience. By extending our Pre-K program to a full-day format, we aim to bridge the gap for economically disadvantaged families who might face challenges in accessing childcare during typical school hours. This offering not only provides a strong educational foundation for the students but also offers vital support to parents, allowing them to pursue their professional aspirations with the confidence that their child is receiving top-tier education and care.

At Carolyn G. Bukhair Elementary, we acknowledge the critical importance of identifying and addressing the needs of at-risk young learners. Our Pre-K program is meticulously designed to create a safe, inclusive, and stimulating environment that caters to the unique learning styles and developmental requirements of at-risk 4-year-old students. By tailoring our curriculum and instructional approaches to address the specific challenges these students might face, we aim to instill a sense of confidence and enthusiasm for learning at an early age. This proactive approach ensures that our at-risk young learners are equipped with the necessary skills, knowledge, and emotional resilience to navigate their educational journey successfully.

Early Childhood Special Education (ECSE)

In our unwavering commitment to inclusivity and diversity, we recognize the importance of providing specialized educational services for students with varying abilities. Our Early Childhood Special Education (ECSE) program is tailored to meet the unique needs of 3-year-old students requiring special education services. This program is designed to create a supportive and nurturing environment where these young learners can thrive and make meaningful progress in their developmental and educational goals. By fostering a sense of belonging and addressing individualized needs, our ECSE program ensures that every student, regardless of their abilities, receives a comprehensive and empowering educational experience.

Multi-Lingual Services

At Carolyn G. Bukhair Elementary, we are committed to fostering an inclusive, diverse, and equitable environment where all students can thrive academically and socially. One of the cornerstones of our commitment lies in the robust multi-lingual services provided by our dedicated team of Language Acquisition Teachers (LATs). These professionals play a pivotal role in ensuring that every student, regardless of their linguistic background, receives the support they need to succeed in our dynamic learning community. Our school community is a rich tapestry of cultures, languages, and backgrounds. We recognize that linguistic diversity is a valuable asset that enhances our collective learning experience. Our LATs are instrumental in celebrating this diversity by offering specialized support to Emergent Bilingual Students (EBs), our English Language Learners (ELLs), students with limited English proficiency, and those transitioning between languages. By tailoring their instruction to meet the unique needs of each student, our LATs help bridge language barriers and create an environment where all students feel valued and included.

Equity in education is a fundamental principle at Carolyn G. Bukhair Elementary. Our LATs play a vital role in promoting equity by ensuring that language differences do not become barriers to accessing quality education. They collaborate closely with classroom teachers to develop strategies that integrate language acquisition with subject-area learning, providing ELLs with equal access to grade-level content. By fostering a linguistically equitable environment, our LATs contribute to closing achievement gaps and enabling all students to reach their full potential.

Our Language Acquisition Teachers provide comprehensive support to students at all proficiency levels. From newcomer students who are just beginning to learn English to those who are striving for fluency, our LATs employ evidence-based instructional strategies that are rooted in language acquisition research. They offer small group sessions, one-on-one

tutoring, and differentiated instructional materials to cater to individual learning styles and pace. This personalized approach ensures that each student's linguistic journey is both effective and meaningful. Recognizing that language and culture are deeply intertwined, our LATs emphasize cultural competence in their interactions with students. They create a welcoming space where students can express their cultural identities and share their linguistic backgrounds without fear of judgment. By fostering an environment that respects and embraces these differences, our LATs promote a sense of belonging and encourage cross-cultural understanding among students.

School Health Advisory Council: Fostering a Positive School Climate and Culture

At Carolyn G. Bukhair Elementary, we recognize that a positive school climate and culture are essential for the overall well-being and success of our students and staff. To ensure that we maintain a nurturing and inclusive environment, we have established the School Health Advisory Council (SHAC). The SHAC serves as a vital bridge between the school administration, staff, parents, and community members, offering insights and recommendations to enhance the climate and culture within our school community.

The primary mission of our School Health Advisory Council is to provide a platform for collaboration and communication among stakeholders, focusing on matters related to the emotional, social, and physical well-being of everyone in our school community. By fostering an atmosphere of openness and dialogue, the SHAC aims to create an environment where every student feels safe, supported, and empowered to thrive academically, socially, and emotionally.

The School Health Advisory Council takes on a range of responsibilities aimed at promoting a positive school climate and culture. These responsibilities include:

1. **Climate Assessment:** Regularly assessing the overall school climate, identifying areas of strength and areas that may require attention. This assessment provides a baseline understanding of the prevailing culture and guides the implementation of targeted interventions.
2. **Community Engagement:** Facilitating connections between the school, parents, families, and the broader community. Engaging parents and community members in the decision-making process helps to align the school's initiatives with the values and expectations of the entire community.
3. **Policy Recommendations:** Offering input and guidance on school policies, programs, and practices that impact the school climate. The SHAC ensures that decisions made at the administrative level align with the best interests of the students and contribute to a positive and inclusive atmosphere.
4. **Wellness Promotion:** Collaborating with the school administration to develop and implement wellness programs that address physical, mental, and emotional well-being. These programs help students and staff develop healthy habits and coping mechanisms, fostering resilience and a sense of belonging.
5. **Conflict Resolution:** Providing a platform for addressing conflicts and concerns within the school community in a constructive and solution-oriented manner. The SHAC can offer mediation and resources to help resolve disputes and promote healthy communication.
6. **Cultural Sensitivity:** Ensuring that the school's policies and practices respect and celebrate the diverse backgrounds, identities, and perspectives of all students and staff members.

Enhancing Parental Engagement and Involvement at Carolyn G. Bukhair Elementary

Parental engagement and involvement play a pivotal role in creating a thriving educational environment at Carolyn G. Bukhair Elementary. A strong partnership between parents and the school fosters holistic development and improved learning outcomes for our students. Historically, our school has benefitted from an active Parent-Teacher Association (PTA) and robust volunteer opportunities for parents. However, in the wake of the COVID-19 pandemic, parental involvement witnessed a sharp decline, and efforts to restore this vital connection have been hindered by challenges in community outreach and communication channels.

For years, our PTA has been an instrumental force in supporting the school's initiatives and student-centric activities. Its fundraising efforts have provided essential resources that enhance educational experiences beyond the classroom. The PTA's involvement has not only contributed financially but has also fostered a sense of community among parents, teachers, and students. This collaboration has created a foundation of trust and active participation, enriching the school's overall environment.

Before the pandemic, parental engagement was flourishing. PTA meetings, school events, and volunteer opportunities were well-attended, indicating a strong commitment from parents. Their contributions ranged from organizing fundraisers, assisting in classroom activities, mentoring students, and participating in various committees that shaped the school's

policies and programs. This level of engagement bolstered students' morale and overall achievement.

The COVID-19 pandemic brought about unprecedented challenges, disrupting the traditional avenues of parental engagement. The transition to remote learning and limited in-person interactions severely impacted the connectivity between parents and the school. While technology became a lifeline during this period, our community's limited access to social media platforms other than WhatsApp hindered effective communication. The two-way nature of WhatsApp compromised the confidentiality of sensitive discussions, discouraging open dialogue between parents and the school.

Rebuilding parental involvement is a critical objective as we move forward. The first step is to acknowledge the challenges posed by limited access to communication channels and concerns about confidentiality. Efforts must be made to diversify communication methods, exploring options that ensure the privacy of discussions and allow for one-way information dissemination. Embracing both online and offline channels, such as newsletters, dedicated school websites, and physical notice boards, can provide a more inclusive approach.

Revitalizing Volunteer Opportunities

In order to rekindle parental engagement, it is crucial to reintroduce meaningful volunteer opportunities. These can range from both virtual and in-person involvement, accommodating various schedules and preferences. Virtual workshops, mentoring programs, and collaborative projects that allow parents to contribute remotely can help bridge the gap created by the pandemic. Meanwhile, in-person volunteer opportunities, adhering to safety protocols, can provide a sense of community involvement that strengthens the bonds between parents and the school. Our district has a platform where volunteers can register to support our schools. Access to internet and computers at home can sometimes be a barrier for parents to use this platform; however, we support parents through our front office personnel.

The legacy of strong parental engagement and involvement at Carolyn G. Bukhair Elementary remains a cornerstone of our school's success. While the challenges brought by the COVID-19 pandemic have temporarily disrupted this bond, they also present an opportunity for innovation and adaptability. By acknowledging the limitations of current communication channels and addressing the need for confidentiality, we can work towards revitalizing parental engagement. Through diverse communication methods and reimagined volunteer opportunities, we can restore the sense of community that has been integral to our school's ethos.

New Teacher Academy

At Carolyn G. Bukhair Elementary, we recognize the critical importance of providing our new teachers with a solid foundation and continuous support as they embark on their journey with us. Our New Teacher Academy is designed to empower educators at the beginning of the school year, ensuring a seamless integration into our school's culture, policies, and instructional practices. Moreover, we understand that sustained guidance is essential for their growth and success. To this end, our ongoing support program includes monthly check-in meetings to foster a thriving and collaborative teaching community. The New Teacher Academy at Carolyn G. Bukhair Elementary goes beyond traditional orientation programs. We understand that the initial transition into a new school environment can be both exciting and overwhelming. Therefore, our academy is meticulously crafted to address the unique needs of new teachers, equipping them with the tools, resources, and knowledge necessary to start the academic year with confidence.

During the pre-school opening period, new teachers engage in comprehensive workshops and training sessions. These sessions cover a range of topics, including our school's educational philosophy, curriculum frameworks, classroom management strategies, and technology integration. Furthermore, these educators have the opportunity to connect with experienced mentors who provide personalized guidance, helping them navigate the intricacies of our school community and offering practical advice for a successful start.

Recognizing that the challenges and triumphs of teaching extend beyond the initial weeks of the school year, our ongoing support program ensures that new teachers receive consistent assistance throughout the academic year. Monthly check-in meetings are a central component of this initiative, where new teachers gather to discuss their experiences, share insights, and seek solutions to any obstacles they might be facing. These meetings serve as a forum for open dialogue and collaboration. They allow teachers to reflect on their progress, exchange best practices, and learn from one another's successes and challenges. Moreover, the meetings provide a space for administrators and mentors to offer guidance, address concerns, and tailor support based on individual needs.

While we are committed to providing exceptional support to our new teachers, we acknowledge that our efforts were not consistently maintained in the previous school year. As a

school community, we understand the significance of continuous improvement. The lapses in consistent check-in meetings last year have prompted us to reevaluate our approach and make necessary adjustments to ensure that all new teachers receive the sustained support they deserve.

Continuous Implementation of the Effective Schools Framework

At Carolyn G. Bukhair Elementary, we are committed to providing our students with the best possible learning environment and educational experiences. To achieve this goal, we have established a strategic partnership with Region 10 Education Service Center (ESC) to implement the Effective Schools Framework (ESF). This framework serves as a comprehensive guide to school improvement, assisting us in fostering an atmosphere of excellence and continuous growth. In previous years, our school has dedicated substantial efforts to enhancing two essential pillars of the ESF: the **Culture Lever** and **Data-Driven Instruction Lever**. These pillars are pivotal in creating a positive school culture that supports both student achievement and teacher professional growth.

Our focus on the Culture Lever has been instrumental in creating an inclusive and supportive learning environment. By nurturing a positive school culture, we have cultivated an atmosphere where students feel safe, respected, and motivated to learn. This emphasis has not only contributed to a more harmonious and productive school community but has also fostered stronger relationships between teachers, students, parents, and staff. While we have made significant strides in implementing data-driven instruction practices, we recognize that there is room for growth. Our commitment to this pillar remains steadfast, as we understand the transformative power of leveraging data to inform instructional decisions. Through ongoing professional development and collaboration, we aim to fully integrate data-driven strategies into our teaching methodologies. This will allow us to tailor our instruction to meet the unique needs of each student and further improve overall academic outcomes.

As part of our implementation of the ESF, we are also incorporating insights and strategies from **Paul Bambrick's Leverage Leadership**. Bambrick's approach aligns seamlessly with the ESF's goals and emphasizes effective leadership practices that drive positive change within the school environment. By adopting principles from Leverage Leadership, we aim to refine our leadership strategies, enhance instructional effectiveness, and ultimately elevate student achievement. Moving forward, our partnership with Region 10 ESC and the implementation of the ESF will continue to guide our efforts in providing an exceptional educational experience for all students at Carolyn G. Bukhair Elementary. We remain dedicated to fostering a culture of continuous improvement, data-informed decision-making, and effective leadership, all of which are essential components of our journey towards excellence. Through these collective endeavors, we are confident in our ability to nurture well-rounded individuals who are prepared for success in an ever-evolving world.

Site-Based Decision Making and Campus Needs Assessment

Our school has established a Site-Based Decision Making (SBDM) committee that plays a pivotal role in shaping the direction of our educational programs and initiatives. However, it is important to acknowledge that the consistency of meetings and follow-up within the SBDM committee has been a point of concern. The Site-Based Decision Making (SBDM) committee is an essential component of our school's governance structure. Comprising a diverse group of stakeholders including educators, parents, community members, and administrators, the SBDM committee serves as a platform for constructive discussions, thoughtful deliberations, and collaborative decision-making. The committee's primary responsibility is to provide valuable input and insights into various aspects of our educational processes, ensuring that decisions are well-informed, reflective of our school's values, and aligned with the best interests of our students.

One of the key areas where the SBDM committee's input is particularly valuable is the Campus Needs Assessment (CNA) process. The Campus Needs Assessment is a comprehensive evaluation of our school's strengths, areas for improvement, and the unique needs of our student body. The insights gleaned from this assessment guide the development of strategies and action plans aimed at enhancing the overall educational experience and fostering a conducive learning environment.

While the SBDM committee has been instrumental in enriching the Campus Needs Assessment process in the past, it is important to acknowledge that the consistency of meetings and follow-up has presented challenges. We recognize that maintaining a regular meeting schedule and ensuring consistent participation from all committee members is essential to harnessing the full potential of the SBDM committee's insights. Addressing this concern is critical to strengthening the effectiveness of the committee and, by extension, the quality of our educational programs. To address this issue, we are committed to implementing measures that foster a culture of engagement, reliability, and accountability within the SBDM committee. This includes establishing a more structured meeting schedule, enhancing communication channels to ensure active participation, and instituting mechanisms for tracking

and following up on action items arising from committee discussions. By reinvigorating our SBDM committee's commitment to consistent participation and action, we are confident in our ability to collectively enhance our Campus Needs Assessment process and, ultimately, the educational experience we offer to our students.

Utilizing T-TESS for Teaching Staff Evaluation and Student Performance

At Carolyn G. Bukhair Elementary, our commitment to fostering a dynamic and nurturing learning environment is deeply rooted in our continuous improvement efforts. As a crucial aspect of this commitment, our school employs the Texas Teacher Evaluation and Support System (T-TESS) to evaluate and empower our esteemed teaching staff. This comprehensive evaluation framework enables us to uphold the highest standards of teaching excellence while ensuring that our students receive the best possible educational experience. The implementation of T-TESS at Carolyn G. Bukhair Elementary reflects our dedication to fostering professional growth among our educators. T-TESS provides a robust platform that facilitates a comprehensive evaluation process, allowing our teaching staff to receive constructive feedback and guidance to enhance their teaching practices. This framework assesses teachers across four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

At the heart of our commitment to using T-TESS lies our recognition that effective teaching translates directly into positive student outcomes. Our school's evaluation process is structured to ensure that the teaching strategies and practices employed by our educators directly correlate with student achievements. The evaluation results derived from T-TESS are not isolated assessments but are deeply integrated with our student data. Our holistic approach leverages both summative and formative student data, providing a comprehensive perspective on the impact of instructional practices on student learning. By linking teacher evaluations to student performance data, we establish a powerful feedback loop that guides our educators towards the most effective strategies for student growth and achievement.

The utilization of T-TESS in tandem with student data serves as a foundation for our continuous improvement initiatives. Our educators actively engage with their evaluation results, using them as a catalyst for professional development and growth. Through targeted professional development opportunities and collaborative discussions, our teaching staff identify areas of strength and areas for growth, allowing them to refine their teaching methodologies and adapt to the evolving needs of our student body. In essence, our commitment to utilizing T-TESS for teacher evaluation not only underscores our dedication to maintaining the highest teaching standards but also aligns perfectly with our school's overarching mission to create an environment that nurtures students' academic, social, and emotional growth.

Professional Learning Communities

At Carolyn G. Bukhair Elementary, we recognize the pivotal role that Professional Learning Communities (PLCs) play in fostering a collaborative and growth-oriented environment among our educators. As part of our commitment to continuous improvement, our teachers actively engage in the Know/Show protocol within these PLCs to unpack the State Standards Texas Essential Knowledge and Skills (TEKS). This strategic approach not only enhances our teachers' understanding of the TEKS but also empowers them to create impactful learning experiences for our students. Our PLCs serve as dynamic hubs where educators come together to share insights, resources, and best practices. The collaborative nature of PLCs enables teachers to learn from one another, leverage collective expertise, and address common challenges. By fostering an environment of open dialogue, mutual support, and shared goals, we create a synergy that elevates the quality of education at Carolyn G. Bukhair Elementary.

The Know/Show Protocol: Unpacking TEKS for Effective Instruction

At the heart of our PLCs lies the Know/Show protocol, a structured framework designed to facilitate in-depth exploration and understanding of the State Standards TEKS. This protocol encourages teachers to delve into the TEKS content with a dual focus: what they need to know and what students need to show. The "Know" phase entails a comprehensive analysis of the TEKS, where teachers break down the standards into their essential components. By identifying the key concepts, skills, and objectives embedded in each standard, educators gain a profound grasp of what is expected at each grade level. This process not only enhances their content knowledge but also provides the foundation for effective instructional planning. The "Show" phase revolves around defining the tangible and measurable outcomes expected from students based on the TEKS. Educators collaboratively discuss the evidence of student learning that can be observed in classroom activities, assessments, and projects. This approach ensures alignment between instruction and assessment,

enabling teachers to guide their students towards mastery of the standards.

The integration of the Know/Show protocol into our PLCs has a direct and positive impact on both teaching and learning at Carolyn G. Bukhair Elementary. Teachers emerge from these collaborative sessions equipped with a deep understanding of the TEKS and a toolbox of strategies to engage students effectively. The insights gained through the protocol enable educators to differentiate instruction, tailor interventions, and design enriching learning experiences that cater to diverse student needs. Furthermore, the Know/Show protocol empowers our teachers to continually assess and refine their teaching practices. The iterative nature of this process encourages educators to reflect on student outcomes, adjust strategies, and foster a culture of continuous improvement.

Classroom and Behavior Management

It is evident that within our school community, there exist pockets of excellence among our dedicated teaching staff in terms of classroom management techniques. These pockets of excellence are a testament to the dedication and commitment of our educators to create a positive and orderly learning environment. However, a consistent and standardized approach to classroom management is essential to ensure equitable experiences for all students.

Historically, our school has employed the acronym "ROAR" to outline student expectations, aiming to cultivate a respectful, organized, attentive, and responsible atmosphere. While the intention behind this initiative is commendable, the implementation of these expectations has exhibited noticeable variations from teacher to teacher. This disparity in the execution of classroom management techniques has resulted in an uneven student experience across classrooms, potentially impacting student engagement, behavior, and overall academic performance.

It is worth noting that several of our most successful educators, including our distinguished Teacher of the Year, have effectively incorporated modern tools into their classroom management strategies. Notably, these educators have embraced the utilization of Class Dojo, a dynamic digital platform designed to foster positive behavior and engagement within the classroom. By leveraging this innovative technology, these teachers have created a consistent framework for recognizing and reinforcing desirable behaviors, promoting a more harmonious and productive learning environment for their students.

Moving forward, our Campus Needs Assessment underscores the importance of establishing a unified approach to classroom management that draws from the strengths demonstrated by our successful educators. By acknowledging the variability in current practices and recognizing the potential offered by tools such as Class Dojo, our school aims to evolve its classroom management processes. This evolution seeks to empower all educators with the tools and methodologies necessary to effectively address diverse student needs and create an environment that maximizes learning potential.

School Safety

At Carolyn G. Bukhair Elementary, the safety and well-being of our students, staff, and visitors are paramount. We understand that creating a secure learning environment is essential for fostering academic growth and personal development. As part of our commitment to maintaining a safe campus, we have implemented the "I Love You Guys" system – a comprehensive approach to school safety that aligns with our dedication to proactive and effective security measures. The "I Love You Guys" system is a nationally recognized program designed to enhance school safety through standardized communication and response protocols. Developed by John-Michael Keyes after the tragic loss of his daughter in a school shooting incident, the program centers around clear and consistent language and actions that students, staff, and law enforcement can employ during emergencies. The "I Love You Guys" system aims to minimize confusion, streamline communication, and expedite response times in critical situations.

The program's key components include:

1. **Standard Response Protocol (SRP):** The SRP outlines specific actions and steps to be taken during various emergency scenarios, such as lockdowns, evacuations, and sheltering in place. This uniform approach ensures that everyone, regardless of their role or location on campus, is aware of how to respond appropriately.
2. **Lockout, Lockdown, Evacuate, Shelter, and Hold (LLESH):** The "I Love You Guys" system employs a simple and easily memorable set of terms that correspond to different actions. These terms provide clear instructions for students, teachers, and staff to follow in different emergency situations.

3. **Effective Communication:** By using standardized terminology and procedures, the "I Love You Guys" system promotes effective communication both within the school and with first responders. This alignment enables law enforcement to swiftly understand the nature of the emergency and respond accordingly.
4. **Training and Practice:** Regular drills and training sessions are conducted to familiarize students and staff with the "I Love You Guys" system. These practices ensure that everyone is prepared to act confidently and calmly during emergencies.

Communication Systems

One of the cornerstones of our communication strategy is the integration of the "Remind" and "GroupMe" platforms, versatile tools that connects our school leadership with the entire staff. By leveraging the "Remind" platform for broader school communication and the "GroupMe" app for targeted team collaboration, CBE demonstrates a commitment to enhancing communication processes. These tools not only foster a sense of unity and inclusivity but also contribute to the efficient operation of the school and the collective pursuit of academic excellence.

The "Remind" platform has proven to be invaluable in bridging the gap between school administration and staff members, enhancing communication and cooperation in several ways:

1. **Instant Notifications:** With "Remind," important announcements, updates, and reminders are disseminated instantly to staff members' devices. This ensures that crucial information reaches its recipients promptly, eliminating delays and ensuring that everyone is on the same page.
2. **Ease of Use:** The user-friendly interface of "Remind" simplifies the process of sending and receiving messages. This accessibility encourages active engagement, enabling staff to stay informed and involved effortlessly.
3. **Two-Way Communication:** The platform allows for interactive communication, allowing staff members to ask questions, seek clarification, and provide feedback directly to school leadership. This real-time dialogue fosters a collaborative atmosphere and addresses concerns swiftly.
4. **Transparency:** "Remind" enables transparency in communication, as messages are accessible to all relevant parties. This transparency is crucial for maintaining trust and ensuring that staff members are well-informed about school-wide initiatives and decisions.

In addition to school-wide communication, the Carolyn G. Bukhair Elementary Instructional Leadership Team employs the "GroupMe" app as an integral tool for internal coordination. The "GroupMe" app is tailored to facilitate group discussions and collaboration, ensuring that the Instructional Leadership Team operates smoothly:

1. **Clear Task Assignments:** "GroupMe" provides a centralized platform for team members to assign tasks, set deadlines, and discuss project details. This minimizes misunderstandings and fosters a shared understanding of each team member's responsibilities.
2. **Real-time Interaction:** The real-time nature of the app ensures that team members can discuss matters, seek clarifications, and share updates promptly. This feature is particularly advantageous for time-sensitive decisions and actions.
3. **Focused Discussions:** The app's group-specific nature keeps conversations organized and relevant to the team's objectives, allowing for a focused exchange of ideas and information.

SMORE for Effective Communication

At Carolyn G. Bukhair Elementary, we recognize the significance of maintaining clear and efficient communication channels within our school community. As part of our commitment to fostering an environment of collaboration and information sharing, our school principal has implemented a robust communication strategy through the use of SMORE – an innovative digital platform. This approach has proven instrumental in enhancing our connectivity, keeping our staff members informed, and ensuring the smooth dissemination of essential school updates and district information. SMORE is a user-friendly and dynamic communication tool, to facilitate weekly newsletters addressed to our dedicated staff members. This digital medium serves as an invaluable bridge between the administrative team and the staff, fostering a sense of unity and shared purpose. The utilization of SMORE allows our principal to deliver comprehensive updates on upcoming school events, district-wide developments, and pertinent announcements, all in a visually appealing and easily digestible format.

School Processes & Programs Strengths

- Our staff is highly committed to the success of each student.
- Our schedule offers opportunities for teachers and staff to work collaboratively to meet the needs of students
- Our campus culture supports a positive learning environment where students' academic, as well as social and emotional needs, are met.
- A culture of high expectations and positive attitudes among the staff has created a supportive and collaborative culture that encourages the growth of all on our campus.
- Our campus is committed to working collaboratively to support student growth and achievement and is committed to the PLC process and has embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.

Root Cause: We have many new teachers.

Perceptions

Perceptions Summary

The School Staff Climate and Culture Perception Survey was conducted at the end of last school year to gauge the prevailing sentiments and perceptions among the school's staff members regarding various aspects of the working environment. The survey aimed to identify strengths and weaknesses in the school's climate and culture, ultimately contributing to the enhancement of staff engagement, collaboration, and overall satisfaction. This report highlights the key findings of the survey, with a focus on the strengths and weaknesses identified.

Beliefs and Priorities

One of the standout strengths observed from the survey results is the alignment between the school's actions and the district's Core Beliefs. A significant portion of the staff expressed a strong agreement with this statement, indicating that the school's activities, decisions, and policies are guided by a consistent set of principles upheld by the district. This alignment fosters a sense of unity, shared purpose, and a clear direction, contributing to a positive school culture. The staff's recognition of this alignment speaks to the school's commitment to maintaining a strong foundation for its educational initiatives.

While the survey revealed several positive aspects of the school's climate and culture, a notable weakness emerged regarding the communication and transparency of recent changes in the school's focus. A portion representing 13 percent of the staff expressed a lack of clarity and understanding about these changes, suggesting a potential gap in communication between the leadership and the staff. This weakness could lead to confusion, resistance to change, and hindered alignment among the school community. Addressing this issue is crucial to ensure that the staff feels informed, engaged, and supportive of the school's evolving objectives.

Culture of Feedback and Support

One of the notable strengths highlighted by the survey results is the perception of an effective instructional leadership team within the school. The survey responses indicate that a significant portion of the staff members view the leadership team as competent, supportive, and instrumental in guiding the school's educational direction. The positive feedback from 92 percent of our staff members reflects a sense of cohesion and alignment between leadership decisions and the overall mission of the school. This perception of a strong leadership team contributes to fostering a positive and collaborative school climate, as it provides a clear sense of direction and purpose.

Key Points:

- Survey data highlights a general consensus among staff members that the instructional leadership team effectively communicates the school's goals and expectations.
- Staff members appreciate the leadership team's responsiveness to concerns and their proactive approach to addressing challenges, fostering a sense of trust and open communication.
- The leadership team's ability to provide consistent support and resources for instructional initiatives is recognized as a driving force behind successful teaching and learning outcomes.

Despite the positive perception of the instructional leadership team, the survey results reveal a weakness in the perceived impact of professional development sessions on instructional improvement. A notable proportion of the staff members expressed dissatisfaction with the effectiveness of professional development opportunities provided throughout the year. The feedback suggests that the current approach to professional development may not be fully meeting the needs of staff members in terms of improving their instructional practices.

Key Points:

- A significant number of respondents indicate that the professional development sessions conducted in the current year did not adequately address their instructional needs.
- Feedback suggests that the format and content of some professional development sessions may not align with the diverse teaching styles and subjects represented among the staff.
- Some staff members feel that the link between the content of professional development sessions and practical classroom applications is weak, resulting in a lack of motivation to implement the strategies presented.

Positive Culture and Environment

Our school's Positive Culture and Environment section of the staff climate and culture perception survey reflects the overall atmosphere and surroundings in which our educators and staff members work and collaborate. This section gauges the strengths and weaknesses of the school's efforts to cultivate an environment that is conducive to productive teaching and learning, while ensuring the well-being and safety of everyone involved.

A remarkable strength of our school's culture is the resounding endorsement from our staff members. The fact that 92 percent of our staff members would enthusiastically recommend our school as a workplace speaks volumes about the positive experiences and sense of satisfaction they have here. Also, the assertion from 92 percent of the staff that the campus is clean, safe, and free of physical hazards showcases our school's commitment to providing a secure and pleasant environment for all. This not only contributes to the well-being of our staff but also establishes a comfortable atmosphere that supports effective teaching and learning.

One area where our school is looking to improve is the consistent and effective enforcement of discipline. The feedback indicates that some staff members feel there might be disparities in how discipline is administered across the campus. Addressing this concern is vital to ensure a fair and harmonious learning environment for both students and staff. The survey also points out a challenge in managing unruly behavior and disruptions from students. Creating a learning environment where unruly behavior is promptly addressed and not permitted to disrupt the educational process is essential. Striving to maintain a balance between discipline and support for students' growth is a goal we should collectively work towards.

College-Going Culture

The "College-Going Culture" section of our staff climate and culture perception survey measures the extent to which our school fosters an environment where both educators and students are actively engaged in preparing for success in higher education and future careers. This section serves as a critical indicator of how well we are aligning our educational goals with the needs of our students in an ever-evolving world.

The survey results highlight a remarkable strength in our school's College-Going Culture, with teachers exhibiting a strong belief that their role encompasses preparing students for success. This dedication to student achievement demonstrates a shared commitment to nurturing students' skills and knowledge for their journey beyond our school. Another significant strength is the emphasis on providing constructive feedback to students. Our teachers recognize the importance of guiding students toward improvement by giving them valuable insights into their strengths and areas for growth. This practice not only enhances their academic performance but also instills valuable life skills such as resilience and a growth mindset.

The survey highlights an area for improvement in terms of effective communication regarding College, Career, and Military Readiness (CCMR). Ensuring that teachers receive clear, timely, and comprehensive information about CCMR is crucial for enabling them to guide students effectively in their post-secondary plans. Addressing this weakness will require a focused effort on enhancing communication channels and strategies related to CCMR. The survey results indicate that there might be room for improvement in terms of instructional focus on preparing students for college and careers. To better equip our students for the challenges and opportunities they'll encounter beyond our walls, it's important for our instructional approach to reflect a robust emphasis on essential college and career readiness skills. This could involve revisiting curriculum alignment, professional development, and collaborative strategies that emphasize real-world applicability.

Social Emotional Learning

The Social-Emotional Learning (SEL) component of our staff climate and culture perception survey aimed to gauge the perceptions and attitudes of our educators regarding their confidence in supporting students' growth and development through SEL, as well as the level of support they feel they are receiving from the school in their own professional growth within the SEL framework.

In the first question, respondents were asked to reflect on their confidence in fostering students' growth and development through SEL. An impressive 92% of staff members expressed a positive level of confidence in their ability to support students' SEL journey. This overwhelmingly positive response showcases the dedication and commitment of our educators to nurture the social and emotional well-being of our students.

The second question focused on the perception of the school's support for teachers' professional growth within the SEL framework. However, the results indicated a notable differentiation, with only 79% of respondents reporting positive sentiments in this area. While the majority of staff members still feel supported in their SEL professional development, the discrepancy between this score and the self-efficacy score suggests that there is an opportunity for enhancement in this specific aspect of our school's approach to SEL implementation.

The positive outcome in the "Self-Efficacy and Student Support" section indicates that our educators have a strong belief in their capability to contribute to students' SEL growth. This provides a solid foundation on which to build our SEL initiatives. However, the lower percentage of positive responses in the "School Support for Teacher Growth in SEL" section highlights an area that deserves attention. It's important to address this discrepancy to ensure that our educators receive the necessary resources, training, and opportunities to continuously develop their SEL-related skills and knowledge. By fostering a supportive environment for teacher growth in SEL, we can bridge this gap and align our school's commitment to student and staff well-being.

PBIS

The Positive Behavioral Intervention Systems (PBIS) component of our staff climate and culture perception survey provides a comprehensive overview of the prevailing attitudes and perceptions among our school's staff members regarding our implementation of PBIS principles and practices. This system is designed to foster a positive and supportive school environment by promoting proactive behavioral interventions and equipping staff members with effective strategies to address student disciplinary issues. The results of the survey offer valuable insights into how our staff perceives the efficacy and integration of PBIS within our daily school practices.

Among the key survey findings, we observe a commendable 87% positive response rate to the statement "I have the skills to deal with student disciplinary problems." This high level of confidence among staff members in their ability to manage disciplinary matters indicates a strong foundation of skills and expertise within our team. Similarly, the 81% positive response rate to the statement "I have adequate training to deal with difficult students" is indicative of the efforts put into equipping staff with the necessary tools to handle challenging student behaviors. This result signifies a positive step in ensuring that our educators are well-prepared to address diverse student needs effectively.

However, the survey also highlights areas where improvement is needed. The 68% positive response rate to the statement "I have received sufficient support from my campus leaders to practice PBIS" suggests that there may be opportunities for enhancing leadership engagement and guidance in promoting PBIS practices. Strengthening communication and collaboration between campus leaders and staff could potentially result in a more cohesive implementation of PBIS strategies. One of the most significant points of concern across the whole survey is the lower 65% positive response rate to the statement "PBIS is an active part of our daily school practices." This finding indicates a potential gap between the intended integration of PBIS principles and their actual implementation in our school's daily routines. Addressing this issue is crucial for ensuring that PBIS becomes ingrained in our school culture, leading to positive behavior outcomes for students and a more harmonious learning environment.

To address the weakness identified in the perception that PBIS is not an active part of daily school practices, it's essential to engage in comprehensive strategies. This may involve revisiting training programs, fostering more frequent and transparent communication about PBIS initiatives, and encouraging collaboration among staff members to consistently implement PBIS strategies. By addressing this weakness, we can further enhance the positive impact of PBIS on both student behavior and staff satisfaction, ultimately contributing to a more nurturing and productive school environment.

Overall Quality

Our school has once again demonstrated its exceptional commitment to fostering a positive and enriching environment for our staff members. A significant achievement we are delighted to announce is the remarkable 92% positive response rate in the 'Overall Quality' segment of the survey. This resounding success surpasses the district average of 89% in Richardson Independent School District (RISD), reinforcing our dedication to cultivating an outstanding work atmosphere. At the heart of this accomplishment are the individuals who comprise our school community. Through their participation and candid feedback, we have gained valuable insights that showcase the strengths of our institution. The 'Overall Quality' section encompasses various aspects that collectively contribute to the holistic experience of our staff members, including the quality of leadership, professional development opportunities, collaboration, and the overall morale within the school.

Evidently, the survey results underscore the collective effort of our administration, teachers, support staff, and stakeholders who continually strive to create an environment that fosters growth, collaboration, and job satisfaction. The 92% positive response rate serves as a testament to the strong relationships built among staff, as well as the innovative approaches adopted to promote professional development, communication, and teamwork. By exceeding the district average of 89%, we not only demonstrate our school's distinct qualities but also indicate our commitment to setting higher standards for ourselves. This achievement is reflective of our determination to provide our staff with the best possible environment to excel and thrive.

As we celebrate this achievement, it's important to acknowledge that our journey doesn't end here. We will continue to use the valuable feedback provided by our staff to identify areas of improvement and implement strategies that enhance our school's culture and climate even further. Our goal remains to foster an environment that is not only supportive but also inspiring, enabling our staff to perform at their best and positively impact our students' lives.

Parental Engagement

The purpose of this section is to provide an analysis of the School Climate and Family Support survey responses conducted in our school. The parent survey aimed to gauge the level of parental engagement and involvement within the school community. However, the survey's limited response rate raises concerns about the statistical significance of the results. This report will discuss the low response rate and its implications, highlighting the potential weaknesses in the school's systems for parental engagement. The School Climate and Family Support survey was offered to all 700 students' families to gain insights into the level of parental engagement and their perception of family support within the school environment. The survey was designed to collect valuable information for enhancing the overall school experience. Out of the 700 surveys offered, only 13 responses were received, yielding a response rate of approximately 1.86%. Such a low response rate raises questions about the representativeness of the sample and its ability to accurately reflect the sentiments of the entire school community.

The low response rate suggests a lack of active parental engagement in the school's activities and initiatives. This can impact the school's ability to foster a strong community and partnership between parents, teachers, and students. The limited number of responses may also indicate that the current systems for parental engagement and involvement within the school are not effective. This weakness may have contributed to the low participation rate and needs to be addressed for meaningful improvement. There might also be a communication gap between the school and parents, leading to many families not being initially aware of the survey. In addition, technical barriers, such as difficulty accessing the survey online, could have discouraged participation.

Perceptions Strengths

- Strong beliefs and priorities scores with most questions above 90% positive responses
- Strong alignment to Richardson ISD's beliefs and priorities
- Strong perception on the work of the instructional leadership team
- Pride among our staff members on working at CBE and recommending our school for others to work here

- Strong conviction of our teachers that it is part of their job to prepare students to succeed
- Above average positive overall quality perception than the average in Richardson ISD

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many teachers perceive that we are not effective and/or consistent with handling unruly students, office referrals, and/or bullying incidents.

Root Cause: Behavior systems have not been implemented with fidelity across the school, including the lack of a PBIS approach.

Problem Statement 2: Some teachers and staff members feel "left out" of important information from leadership.

Root Cause: Ineffective systems of communication

Problem Statement 3 (Prioritized): Lack of clear communication, "sugar-coating", accountability, time together, trust, knowledge of expectations, and or/clarity of purpose among the Instructional Leadership Team.

Root Cause: Meetings, clear and direct communication, and/or follow-up doesn't happen as often among the campus instructional leadership team members.

Problem Statement 4 (Prioritized): There is very low parental engagement and involvement at CBE.

Root Cause: Lack of systems and/or personnel fostering parental engagement and involvement.

Priority Problem Statements

Problem Statement 1: Our students are underperforming in Reading and Mathematics.

Root Cause 1: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our students are underperforming in Reading and Mathematics.

Root Cause 2: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Many teachers perceive that we are not effective and/or consistent with handling unruly students, office referrals, and/or bullying incidents.

Root Cause 3: Behavior systems have not been implemented with fidelity across the school, including the lack of a PBIS approach.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Lack of clear communication, "sugar-coating", accountability, time together, trust, knowledge of expectations, and or/clarity of purpose among the Instructional Leadership Team.

Root Cause 4: Meetings, clear and direct communication, and/or follow-up doesn't happen as often among the campus instructional leadership team members.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student population, is "Not Rated" and performing below acceptable performance levels.

Root Cause 5: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Grades 1 and 2 are underperforming in all academic subjects when compared to other students's growth in RISD

Root Cause 6: New teachers and some struggling teachers in grades 1 and 2.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is very low parental engagement and involvement at CBE.

Root Cause 7: Lack of systems and/or personnel fostering parental engagement and involvement.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low student daily attendance with an average of 94.6 percent ADA.

Root Cause 8: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Most instances of student misbehavior constituted mistreatment of others, disregard for authority, and classroom disruption.

Root Cause 9: Expectations across grade levels and teachers are different, with different approaches to classroom management, relational capacity, and tolerance for disruption before writing a student up on an office referral.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals



Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth



Performance Objective 1: We will develop and implement systems to house goals and evidence towards goal attainment, as well as tools for progress monitoring and measurement.




High Priority







Evaluation Data Sources: STAAR current and longitudinal results, including all versions, Universal Screeners, Progress Monitoring Assessments, Local and District Benchmarks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using Covey's 4 Disciplines of Execution, every student and teacher will have a data portfolio to track their progress toward their individual, class, grade level, and campus goals and provide supports needed to achieve these goals through tutoring and Saturday school. We will use aligned tools to ensure that students receiving tutoring are progressing (Ex. ECS STAAR Master). Additionally, we will ensure that 100% of students have a school/home connection where adults are also aware of these portfolios and their role in supporting students.</p> <p>Strategy's Expected Result/Impact: 100% of students will have an attainable growth goal in Math and Reading, that they will meet by the end of 2025.</p> <p>Staff Responsible for Monitoring: Classroom Teachers (for students and classroom) Team Leaders (for grade level) Interventionists (for Special Programs case-load) Instructional Coaches (for Subject Areas & Grade Levels) Campus Leadership (For School-wide and sub-group reporting)</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details	Reviews			
<p>Strategy 2: We will create a testing plan and schedule to administer MAP Growth diagnostics to 95% of all eligible students in Reading and Mathematics at BoY, MoY, and EoY.</p> <p>Strategy's Expected Result/Impact: At least 95% of students will have a timely administration of the MAP Growth diagnostics by the creation of an effective plan that is well communicated to teachers, parents, and students, and reduces or eliminates teacher stress.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches (Planning and Scheduling) Campus Administrators (Approving and supervising the Plan and Schedule)</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p>Strategy 3: We will increase the percentage of students meeting or exceeding individual growth targets on MAP Growth diagnostics from BOY to EOY in Reading and Mathematics through tutoring and Saturday school. We will identify and progress monitor students in need of intensive intervention in Reading, Math, Behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. The materials used for these students will be HQIM.</p> <p>Strategy's Expected Result/Impact: 100% of students will meet their Growth Targets on MAP.</p> <p>Staff Responsible for Monitoring: Classroom Teachers (for individual students) Campus Instructional Coaches (for Subject Area and Grade Level reporting)</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: The percent of third grade students who score at the meets level or above on STAAR Reading will increase from 13% to 25% by June 2026. The percent of students in third grade who score at the meets level or above on STAAR Mathematics will grow from 10% to 25% by June 2026.</p> <p>Strategy's Expected Result/Impact: At least 30 percent of students will score at the MEETS performance band (or higher) on 3rd Grade Reading and Math STAAR tests.</p> <p>Staff Responsible for Monitoring: Classroom Teacher (for Individual Students) Campus Instructional Coaches (for Subject Area and Grade Level reporting) Campus Administrators (for Accountability)</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 5 Details	Reviews			
<p>Strategy 5: Address student groups for Targeted Support or Additional Targeted Support once we receive the accountability ratings, including TELPAS. We will increase the percentage of students performance on TELPAS BY 3-8%.</p> <p>Strategy's Expected Result/Impact: 100% of students will meet their STAAR Growth Targets by moving at least one performance band on 4-6 Reading and Math STAAR tests.</p> <p>Staff Responsible for Monitoring: Classroom Teacher (for Individual Students) Campus Instructional Coaches (for Subject Area and Grade Level reporting) Campus Administrators (for Accountability)</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 6 Details		Reviews			
Strategy 6: We will hire a Dean of Student Services that will support teachers and interventionists identify and progress monitor elementary students in need of intensive, targeted, and/or accelerated academic interventions utilizing High Quality Instructional Materials in reading or math; as well as interventions for behavior and speech using Branching Minds. Strategy's Expected Result/Impact: 100% of students in need of Tier 2 and Tier 3 supports will be identified and monitored through Branching Minds. Staff Responsible for Monitoring: Dean of Students Services (Identification) Classroom Teachers (Progress Monitoring) Interventionists (Progress Monitoring) - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Perceptions 1, 4		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 7 Details		Reviews			
Strategy 7: We will hire 3 Campus Instructional Coaches that will help identify in a timely manner teachers and campus professional and instructional needs; and provide suitable learning opportunities or resources. Strategy's Expected Result/Impact: Our school will maintain or increase its current "B" TEA Rating by providing their academic savvy and expertise in supporting, tracking, and accomplishing all campus academic goals. Staff Responsible for Monitoring: Campus Principal Title I: 2.53 - 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 8 Details		Reviews			
Strategy 8: We will monitor student data reports to monitor immunization compliance of the student body. Strategy's Expected Result/Impact: At least 97 percent of our students will be in compliance with immunization. Staff Responsible for Monitoring: School Nurse(s) Problem Statements: Perceptions 4		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			

Strategy 9 Details	Reviews			
Strategy 9: We will monitor and increase our school's attendance rate by at least 0.5 percent from the 2024-2025 school year by Spring of 2026. Strategy's Expected Result/Impact: An increase of at least 0.5 percent in the student attendance rate. Staff Responsible for Monitoring: Assistant Principals - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 10 Details	Reviews			
Strategy 10: Establish and monitor two growth goals: Academic and professional for teachers. Strategy's Expected Result/Impact: 100% of teachers have two growth goals and evidence of progress in their Schoology account. Staff Responsible for Monitoring: Administratos Title I: 2.51 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low student daily attendance with an average of 94.6 percent ADA. Root Cause: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.
Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap. Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels. Problem Statement 3: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student population, is "Not Rated" and performing below acceptable performance levels. Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Student Learning

Problem Statement 8: Grades 1 and 2 are underperforming in all academic subjects when compared to other students's growth in RISD **Root Cause:** New teachers and some struggling teachers in grades 1 and 2.

Perceptions



Problem Statement 1: Many teachers perceive that we are not effective and/or consistent with handling unruly students, office referrals, and/or bullying incidents. **Root Cause:** Behavior systems have not been implemented with fidelity across the school, including the lack of a PBIS approach.




Problem Statement 4: There is very low parental engagement and involvement at CBE. **Root Cause:** Lack of systems and/or personnel fostering parental engagement and involvement.






Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 2: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A.

Evaluation Data Sources: Bullying incident reports, Class Dojo Data.

Strategy 1 Details	Reviews			
Strategy 1: Every "Too Good For Drug" lesson will be taught in every classroom across grade levels. Strategy's Expected Result/Impact: We will have 100% compliance and participation from our teachers. Staff Responsible for Monitoring: School Counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: We will create a communication plan to inform parents of bullying incidents. Strategy's Expected Result/Impact: 100% of bullying incidents and investigations will be communicated to parents in a timely manner. Staff Responsible for Monitoring: Dean of Students Assistant Principals - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: 100% of Team Members complete the training as specified in Texas Education Code 37.115 Staff Responsible for Monitoring: Counselor - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: We will create, establish, and/or follow a plan for internet safety and digital citizenship. Strategy's Expected Result/Impact: Reduction on online bullying reports Staff Responsible for Monitoring: Counselor - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: We will ensure all students have a school/home connection (club, extra curricular, activity, an adult at school). Strategy's Expected Result/Impact: Decrease in office referrals. Increase in student engagement. Staff Responsible for Monitoring: Counselor Specials Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Create transition strategies/plans for elementary school to junior high school. Strategy's Expected Result/Impact: Smooth transitions for our 6th graders Staff Responsible for Monitoring: Counselor - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:



Student Learning
Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
Perceptions
Problem Statement 1: Many teachers perceive that we are not effective and/or consistent with handling unruly students, office referrals, and/or bullying incidents. Root Cause: Behavior systems have not been implemented with fidelity across the school, including the lack of a PBIS approach.
Problem Statement 3: Lack of clear communication, "sugar-coating", accountability, time together, trust, knowledge of expectations, and or/clarity of purpose among the Instructional Leadership Team. Root Cause: Meetings, clear and direct communication, and/or follow-up doesn't happen as often among the campus instructional leadership team members.
Problem Statement 4: There is very low parental engagement and involvement at CBE. Root Cause: Lack of systems and/or personnel fostering parental engagement and involvement.






Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: The administration team will conduct calibration exercises using the T-TESS rubric and interrater reliability among educators. Strategy's Expected Result/Impact: Increased interrater reliability and cohesiveness among appraisers and instructional coaches. Staff Responsible for Monitoring: Campus Principal - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: We will support and retain the best teachers by creating a positive environment that reinforces appreciation for our staff members with events such as teacher appreciation week, luncheons during professional development days, etc. Strategy's Expected Result/Impact: Retention of the best possible teachers for our students. Staff Responsible for Monitoring: School Principal - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will analyze trends on the Teacher Climate Survey to identify areas that will better support teacher satisfaction, recruitment, and retention. Strategy's Expected Result/Impact: Recruitment and retention of the best possible teachers for our students. Staff Responsible for Monitoring: Campus Administration - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Problem Statements:







Perceptions
Problem Statement 3: Lack of clear communication, "sugar-coating", accountability, time together, trust, knowledge of expectations, and or/clarity of purpose among the Instructional Leadership Team. Root Cause: Meetings, clear and direct communication, and/or follow-up doesn't happen as often among the campus instructional leadership team members.
Problem Statement 4: There is very low parental engagement and involvement at CBE. Root Cause: Lack of systems and/or personnel fostering parental engagement and involvement.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: We will implement a learning framework that provides all of our students with experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Surveys, and Board Goals

Strategy 1 Details	Reviews			
Strategy 1: Every teacher at CBE will embed Lead4ward strategies into regular classroom instruction. Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas. Staff Responsible for Monitoring: Campus Instructional Coaches - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Every teacher will embed ELlevation strategies and ESL content-based model into regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms. Our school will also utilize Linguistic Acquisition Teachers (LAT) to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Strategy's Expected Result/Impact: 100 percent of our teachers with EB students will utilize strategies that will impact TELPAS targets for our EB students. Staff Responsible for Monitoring: Classroom Teachers (Implementation) LAT Teachers (Tracking and Supporting) Assistant Principals (Accountability and Support) - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will implement district curriculum documents and resources, such as the Learner Framework and Graduate Profile with fidelity to ensure a guaranteed and viable curriculum. Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas. Staff Responsible for Monitoring: Campus Instructional Coaches (Training, monitoring, and Support) Campus Leadership (Appraise Implementation) - 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 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Implement a one-way dual language program with integrity. Follow the content language allocation plan and monitor using learning walks and PLCs with the Language Acquisition Teachers. We will provide feedback through walkthrough analysis and Management by Walking Around observed trends. Strategy's Expected Result/Impact: Students will make adequate progress on TELPAS State Assessments by our Accountability Targets. Staff Responsible for Monitoring: Campus Leadership - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Problem Statements:






Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: We will create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Our leadership team will plan and lead professional learning opportunities including Focused PD on understanding and using learner experiences in daily instruction throughout the year and during district wide professional development and early release days to support and train teachers on the Learner Growth Experience, promotes continuous growth, and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.</p> <p>Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students.</p> <p>Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
Strategy 3: Our campus leadership team will plan for at least three days of iTeam support and professional learning with technology in support of the Learning Framework. Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas. Staff Responsible for Monitoring: Campus Leadership Team Title I: 2.51, 2.52, 2.53 Problem Statements: Student Learning 1, 2, 3, 8	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:


Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
Problem Statement 3: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student population, is "Not Rated" and performing below acceptable performance levels. Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
Problem Statement 8: Grades 1 and 2 are underperforming in all academic subjects when compared to other students's growth in RISD Root Cause: New teachers and some struggling teachers in grades 1 and 2.





Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027 (Board Goal)

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades (CTE/CCMR alignment). Strategy's Expected Result/Impact: Students will have a basic exposure to different career pathways. Staff Responsible for Monitoring: Counselor - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3, 8	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



Performance Objective 3 Problem Statements:






Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
Problem Statement 3: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student population, is "Not Rated" and performing below acceptable performance levels. Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
Problem Statement 8: Grades 1 and 2 are underperforming in all academic subjects when compared to other students's growth in RISD Root Cause: New teachers and some struggling teachers in grades 1 and 2.

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: We commit to increase parental engagement by organizing parental engagement activities such as Coffee with the Principal, Meet the Teacher Night, Open House, Academic Nights, Family Nights, Promotion Ceremonies, Talent Shows, etc. Strategy's Expected Result/Impact: An increase in parental engagement. Staff Responsible for Monitoring: School Leadership Team - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: We will create and maintain strategies for supporting increased engagement with our school community and parents, including using available district communication tools such as Blackboard Mass Notification, Campus Website, and Social Media. Strategy's Expected Result/Impact: Increase in parental engagement. Staff Responsible for Monitoring: School Leadership Team Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			







Strategy 3 Details		Reviews			
Strategy 3: We will create new partnerships and maintain our current community stakeholders to involve them on our Decision Making and improving school outcomes. Strategy's Expected Result/Impact: Increase in school partnerships Staff Responsible for Monitoring: Leadership Team - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low student daily attendance with an average of 94.6 percent ADA. Root Cause: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.
Problem Statement 2: Most instances of student misbehavior constituted mistreatment of others, disregard for authority, and classroom disruption. Root Cause: Expectations across grade levels and teachers are different, with different approaches to classroom management, relational capacity, and tolerance for disruption before writing a student up on an office referral.
Perceptions
Problem Statement 4: There is very low parental engagement and involvement at CBE. Root Cause: Lack of systems and/or personnel fostering parental engagement and involvement.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: The principal will meet daily with the school's executive assistant to ensure that all work orders, staff travel, and all purchase orders follow financial protocols and line code budgets for local, state, and federal funds. Strategy's Expected Result/Impact: Audits reveal no inconsistencies in every budget code line. Staff Responsible for Monitoring: Campus Principal School Executive Assistant - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. Strategy's Expected Result/Impact: The building will operate at an efficient level. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Lack of clear communication, "sugar-coating", accountability, time together, trust, knowledge of expectations, and or/clarity of purpose among the Instructional Leadership Team. Root Cause: Meetings, clear and direct communication, and/or follow-up doesn't happen as often among the campus instructional leadership team members.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Principal will conduct building walks with the custodial lead member at regular intervals to ensure that the school is well maintained and in the best shape possible for our students and staff Strategy's Expected Result/Impact: Positive feedback on Climate Survey Staff Responsible for Monitoring: Campus Principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading and Mathematics. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Our instructional coaches will become familiar with instructional technology platforms to better support our teachers in modeling the use, implementation, and reporting tools of our technology applications in the classroom. Strategy's Expected Result/Impact: At least a 95% positive response on our district climate survey, Staff Responsible for Monitoring: Campus Instructional Coaches Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Our students are underperforming in Reading and Mathematics. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.