

# **Spring Independent School District**

## **Burchett Elementary**

### **2023-2024 Improvement Plan**



# Mission Statement

**Through engaging, challenging, meaningful, and equitable learning, Burchett will prepare scholars to be lifelong learners, critical thinkers, and responsible citizens by bringing excellence to every scholar, in every classroom, every day.**

## Vision

**Burchett provides excellence for each scholar by providing equitable, high-quality academic instruction paired with innovative and specialized programs that meet the needs of all scholars in a positive learning environment.**

## Core Beliefs

**We base our decisions on what is best for our students.**

**We strive for excellence in all we do.**

**We build trust through integrity and lead by example.**

**We communicate openly.**

**We value diversity and treat everyone with dignity and respect.**

**We win as a team.**

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# Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

## Demographics

### Demographics Summary

Chet Burchett Elementary is 18 years old, PreK-5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2023-2024 school year with the demographic being provided from the data given in May 2023. Scholar enrollment at Burchett Elementary decreased during 2023-2024 compared to the 2022-2023 school year due to student rezoning. Enrollment decreased from the previous year by 8 percent. May enrollment data shows that 951 scholars are enrolled and 442 (46%) are Hispanics, 347 (36%) are African American, 11 (1%) are Asian, 96 (10%) are white, 13 (1%) are American Indian or Alaska Native, and 38 (4%) are Two-or-More Races. ADA for the 22-23 year was 92.07%. Burchett Elementary scholar groups include 213 (22.3%) English Language Learners (ELLs), 66 (6.9%) Gifted and Talented, and 101 (10.6%) Special Education. Additionally, 672 (70.6%) are economically disadvantaged; (1%) Homeless; and 347 (88.5%) are identified as at-risk.

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Our school teacher data indicates that most teachers at Burchett Elementary have between 5-10 years of experience in the classroom. The next largest group are teachers with 1-5 years of experience. The average years of experience for teachers is 8.9%.

Although the instructional support team was able to provide support to teachers and scholars, school administrators' primary focus was on working within a framework that included a consistent use of restorative discipline to address discipline concerns and support teachers with the implementation of social emotional learning strategies. The curriculum embedded in the Quaver program assisted with nurturing the well being of both scholars and teachers on the campus.

We have 3 business partners who've supported our campus for at least 5 years. Lasagna House, Investex Credit Union, and Keller Williams Reality are among the business partners supporting Burchett Elementary.

To promote parental and community involvement, Burchett hosted its first small business extravaganza, "Donuts with Grown-ups, and an end of school dance glow party". Our community partners (who they are and how long they have had a relationship and character traits) provided meals for teachers during Teacher Appreciation Week in May. Staff members provided donations to support Spring ISD educational scholarships and the Tri-Club organization. These events create a true sense of community by allowing parents, community members, and Burchett faculty and staff to work together to build a strong foundation for parents and the community to support the school in emotional well-being.

### Demographics Strengths

Chet Burchett Elementary has many strengths. Some of the most notable demographics strengths include:

- Ethnic breakdowns are consistent with the previous 2022-2023 year.
- Less students testing in Spanish, more students testing in English based on academic needs that are targeted for language acquisition and strength
- ESL funds are utilized to target all ESL scholars' academic needs in Language Proficiency
- Title 1 funds are utilized to target low performing scholars' needs
- For the 2023-2024 school year Chet Burchett Elementary, will continue to offer One-Way Dual Language Immersion Program from PreK through 5th grade.
- The diverse academic population at Burchett requires that teachers and other staff members are culturally responsive. In order to foster positive inter-ethnic relations, we

encourage our teachers/staff to value and acknowledge the backgrounds of all of their scholars.

Burchett has achieved great success since 2017. The campus has moved from a TEA rating of a "D" to a TEA rating of a "B" in two short years. The success is a direct result of the strategic use of funding to enhance the resources and human capital that target the needs of the individual scholars. The campus has shown year after year, that in spite of challenges faced throughout the pandemic, the campus continues to meet the learning needs of the staff and scholars it serves.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The need for consistent support and relationship building with the overall goal of providing social-emotional support of scholars and families is evident. **Root Cause:** Staff members need to receive training on cultural diversity with equity and social-emotional learning as a focus.

**Problem Statement 2 (Prioritized):** Teachers lacked restorative practices that were needed to assist with the managing of scholar behaviors; therefore, instructional time was lost to address and resolve scholar behaviors **Root Cause:** Teachers have not received adequate training on restorative disciplinary practices. As a result, teachers lack the ability to effectively resolve discipline issues without resorting to punitive measures that impact instructional minutes.

**Problem Statement 3 (Prioritized):** The Amplify and Eureka curriculum were not implemented with fidelity across grade levels and content areas. **Root Cause:** Teachers did not receive consistent training prior to the beginning of the school to ensure successful implementation of the new Math and Reading curriculum. Teachers were implementing the new curriculum at the same time they were learning it.

# Student Learning

## Student Learning Summary

For the 2022-2023 school year, Spring ISD preliminary reports show the following for Burchett Elementary:

On the 2022-2023 STAAR, the following scores show the percentage *Meets Grade Level*:

2022-23 STAAR Reading Score at **Meets** Level:

Overall-175/417-42%

3rd Grade -63/150-45%

4th Grade-53/137-38%

5th Grade-55/130-42%

2022-23 STAAR Math Score at **Meets** Level:

Overall-112/415-27%

3rd Grade -35/147-24%

4th Grade-39/138-28%

5th Grade-38/130-29%

2022-23 STAAR Science Score at **Meets** Level:

Overall-24/131-18%

A deep analysis of the above scores by grade level and by each student group reveals that 3rd-5th grade Math and 5th grade Science are areas of focus. Burchett will focus on strengthening the special education and African American students. STAAR results indicate that Reading and Math is performing at higher levels than Science. Burchett will focus on strengthening the implementation of Amplify and Eureka curriculum. We will use campus interventionist and multi classroom leaders to target grade levels and students.

### MAP DATA: (Based on RIT scores)

EOY MAP **Reading** scores:

Overall 3rd-5th grade- 262/385=68%

3rd- 85/125=68%

4th- 91/132=69%

5th- 87/128=68%

EOY MAP **Math** scores:

Overall K-5th grade- 507/818=62%

K-85/123-69%

1st-65/133-49%

2nd-100/146-%

3rd-93/148-63%

4th-85/137-62%

5th-76/131-58%

Based on MAP scores by grade level results indicate reading and math is an area of focus. K-5 in Math did not meet the CIP goal of 65% on/above grade level. In reading 4th grade outperformed 3rd and 5th grade students. The primary grades 1st and 2nd showed a decrease in Math MAP scores from 2022. Campus accelerated block will be monitored for student progress and intervention activities will be targeted in closing achievement gaps in Math and Reading.

**mClass: EOY: At or Above Grade Level**

Overall K-2- 192/325=59%

K-63/100=63%

1st-56/101=55%

2nd-73/124=59%

mClass data indicate that grades K-2 did not meet the CIP goal of 65% on/above grade level. Kinder out performed 1st and 2nd grade. Our Kinder is making gains on phonemic segmentation fluency by providing phonological awareness instruction. Our plan is to continue small group instruction in K-2 by increasing small group instruction in phonemic segmentation fluency, word reading fluency including high frequency words and vowel patterns.

**Circle PK scores:**

(Based on Wave 3, Pre-K scholars are on Target for EOY)

CLI Engage/Circle in the areas of:

89% Phonological Awareness,

85% Rapid Letter naming.

92% Early Writing.

Wave 3-92% are on track for mastery for overall math skills.

Based on EOY Circle data, phonological awareness and Early writing has increased from 2022. There was 10% increase in phonological awareness and 13% in early writing compared to the EOY students on track in 2022. There was a decrease of 2% in overall math scores compared to 2022. We will facilitate campus level professional development on early writing, and monitor data throughout the year focusing on student data and small group intervention/extension strategies for targeted instruction.

Our TELPAS Composite ratings are as follow:

Grade Level	Number of Students	B	INT	ADV	ADVH
K	24	8%	75%	8%	8%
1	31	26%	58%	3%	13%
2	27	19%	52%	26%	4%
3	40	8%	30%	53%	10%
4	24	12%	38%	33%	17%
5	31	6%	29%	32%	32%

A growing number of ELs are enrolling at Burchett Elementary. The reclassification rates which rely on the English proficiency test given in the spring suggests that the campus isn't meeting the needs of ELs. The emergent bilingual population increases year after year in both language proficiency as measured by TELPAS and academic success as measured by STAAR.

Attendance rates have steadily increased over the last three years. 92.7%. The campus attributes this achievement to a consistent communication with parents and a focus on high-quality, in-person instruction.

### Student Learning Strengths

The campus is proud of many different scholar achievement strengths, including:

- On the 2022-2023 Wave 3 Circle, the following scores for score ON Track are: Language & Literacy: 85% Rapid Letter Naming
- On the 2022-2023 Wave 3 Circle, 92% are on track for mastery of overall math skills



### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. **Root Cause:** A lack of professional development in these two areas is a root cause for this concern.

**Problem Statement 2 (Prioritized):** Attendance rates need to be monitored and improved to align with our campus goal of achieving 97% attendance. **Root Cause:** A lack of a clear system to monitor and address attendance has contributed to ineffective processes that fail to address campus concerns.

# School Processes & Programs

## School Processes & Programs Summary

Burchett Elementary employs 55 Teachers, 4 Professional Support and 15 Educational Aides. However, 14 staff members are not ESL certified while 19 have acquired ESL certifications. Title I funds are allocated to hire retired teachers as tutors that provide extra support with a focus on special populations and scholars in need of remediation. Title I funds are also allocated to fund 1.5 FTEs to provide student intervention and instructional support to staff.

During the 2022-2023 school year, Burchett was selected to participate in the Holdsworth Center Leadership Training. The initiative provided the campus Principal and the Campus Academic Specialist the opportunity to create and develop a Problem of Practice to ensure equitable outcomes for scholars. Three other members of the Burchett faculty will be receiving the training in the year two focus that begins this July. When finalizing the focus for the problem of practice, we ascertained that as we returned to all in-person learning, the learning need has been to close the achievement gaps in all grade levels and content areas with a strong need for this closure being evident within our scholars being served in Special Education. The root cause for the learning gaps was teacher's inability to cope with student behaviors, provide a strong social-emotional learning, and content instruction. The Holdsworth Center focus for year two will enhance the instruction for not only our targeted group, but all scholars, by allowing teachers to provide differentiated and scaffolded instruction to meet the scholars' individual learning needs consistently. Data tracking on a cyclical basis will be ongoing, adjusted as needed, and monitored consistently for effectiveness.

- Weekly Grade level PLCs are held with an administrator and an Instructional Coach or Intervention Specialist. These learning communities address lesson planning, strategic planning, data review and professional learning.
- Student Decision Point Meetings through the RTI process are held every six weeks to review intervention data and student progress.
- Staff members are trained in the implementation of Teach Like a Champion strategies.
- Burchett's partnership with The Holdsworth Foundation creates a deeper level of understanding and analysis by focusing on an identified problem of practice within the support for teachers and the instruction for scholars with special needs. Identified areas of focus include professional development and coaching within the co-teach model, and the improvement of scaffolded and differentiated instruction for scholars.
- Burchett's partnership with Opportunity Culture creates cyclical, consistent coaching and support for teachers and targeted instruction for scholars.

## School Processes & Programs Strengths

Burchett Elementary School has identified the following strengths:

- Math and Reading Interventionists differentiate their support for teachers based on need for instructional support.
- Administrative Team (A-Team) meets weekly to discuss student progress as well as teacher progress. A-Team has assigned weekly grade level walk troughs with an identified focus.
- The use of the Response to Intervention (RTI) process to document and address academic and behavioral issues.
- The Opportunity Culture team creates schedules with ongoing support imbedded that allow for Multi-Classroom Leaders to coach, model, support, and conduct data meetings to give targeted, personalized feedback.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. **Root Cause:** The campus needs to provide targeted special development and access to varied learning opportunities and support to ensure all teachers have access to research-based instructional practices.

**Problem Statement 2 (Prioritized):** PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. **Root Cause:** Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.

# Perceptions

## Perceptions Summary

The faculty and staff at Burchett Elementary believe that every scholar has the potential to not only learn, but he or she has the potential to excel in the learning. We believe in serving our scholars, parents, and our community as thought partners who are both committed and engaged in the work that it requires to educate a scholar. Because we pride ourselves on innovation and opportunity, the leadership team at Burchett actively seeks those opportunities that directly meet the needs of our faculty and staff in order to ensure all teachers and instructional support staff have the tools, resources, and support to create the most effective learning environment possible. It is this innovative thinking and approach that drives the decisions made regarding our partnerships with our community and stakeholders, our faculty and staff, and our scholars and parents we are privileged to serve.

The School Quality Survey (K-12 Survey 2022) given to parents and staff provides evidence that Burchett Elementary's efforts are working:

### Parents:

- Overall Quality: From Excellent to Poor, how would you rate the overall quality of your child's school? 72% rate the school as Excellent or Good
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 92% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 85% Strongly Agree or Agree
- Academic Support: Teachers set high expectations for all students. 74% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students. 71% Strongly Agree or Agree

### Staff:

- Family involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 85% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 84% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students 86% Strongly Agree or Agree

According to the School Quality Survey we continue to struggle with overall quality, student support, academic support, safety & behavior, and school leadership:

### Parents:

- Overall Quality: How would you rate the overall quality of the school. 28% Strongly Disagree or Disagree
- Student Support: This school offers students a variety of activities and courses. 25% Strongly Disagree or Disagree
- Academic Support: The School's learning standards and expectations are clearly explained to students. 17% Strongly Disagree or Disagree and 9% Didn't Know
- Academic Support: Teachers give timely and helpful feedback about student work: 27% Strongly Disagree or Disagree
- School Leadership: School-based administrators (principals and assistant principals) are responsive when I have a concern. 19% Strongly Disagree or Disagree

### Staff:

- Safety and Behavior: Discipline is enforced fairly. 43% Strongly Disagree or Disagree
- School Leadership: School-based administrators are available when I have a concern: 35% Strongly Disagree or Disagree
- Overall Quality: How would you rate the overall quality of the school. 51% Strongly Disagree or Disagree
- Safety & Behavior: Staff members and students treat each other with respect. 54% Strongly Disagree or Disagree
- School Leadership: School-based administrators (principals and assistant principals) are responsive when I have a concern. 35% Strongly Disagree or Disagree

## Perceptions Strengths

Burchett takes pride in serving the community. Results from School Quality Survey showcases Burchett Elementary's success with involving community stakeholders.

Parents:

- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 92% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 85% Strongly Agree or Agree

Burchett prides itself on having a PTO that is dedicated to the scholars, staff, and community at Burchett. The PTO regularly holds events such as "Breakfast with your Bobcats", "Donuts with Grown-ups", school dances throughout the school year, small business showcases, movie nights, and the PTO holiday shop. These events are designed to bring the community and the school together in celebration and unity.

Staff at Burchett cultivate a welcoming and belonging environment for students and families. Findings from the School Quality Survey represent the staff's commitment to the learning community.

Staff:

- Family involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 85% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 84% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students 86% Strongly Agree or Agree

To the Burchett faculty and staff, our scholars, our parents, and our community are the reason we strive for excellence in all we do. All scholars, regardless of race, ethnicity, social-economic status, or other factor that may cause decision in approach, are treated with respect, dignity, and appreciation. We strive to close the gaps that exist socially, emotionally, academically, physically, and personally by providing challenging instruction tailored to the needs of each individual scholar, providing daily social-emotional learning imbedded in the instructional day (through our Quaver curriculum), and ensuring each scholar has trusted adults to speak to when assistance is needed.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. **Root Cause:** Lack of communication between parents, students, and teachers. Without timely, effective communication from the teacher, students and parents are unable to understand the expectations for learning.

# Priority Problem Statements

**Problem Statement 1:** The need for consistent support and relationship building with the overall goal of providing social-emotional support of scholars and families is evident.

**Root Cause 1:** Staff members need to receive training on cultural diversity with equity and social-emotional learning as a focus.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers lacked restorative practices that were needed to assist with the managing of scholar behaviors; therefore, instructional time was lost to address and resolve scholar behaviors

**Root Cause 2:** Teachers have not received adequate training on restorative disciplinary practices. As a result, teachers lack the ability to effectively resolve discipline issues without resorting to punitive measures that impact instructional minutes.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The Amplify and Eureka curriculum were not implemented with fidelity across grade levels and content areas.

**Root Cause 3:** Teachers did not receive consistent training prior to the beginning of the school to ensure successful implementation of the new Math and Reading curriculum. Teachers were implementing the new curriculum at the same time they were learning it.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs.

**Root Cause 4:** A lack of professional development in these two areas is a root cause for this concern.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Attendance rates need to be monitored and improved to align with our campus goal of achieving 97% attendance.

**Root Cause 5:** A lack of a clear system to monitor and address attendance has contributed to ineffective processes that fail to address campus concerns.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education.

**Root Cause 6:** The campus needs to provide targeted special development and access to varied learning opportunities and support to ensure all teachers have access to research-based instructional practices.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars.

**Root Cause 7:** Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data -

driven processes that drive the instruction.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school.

**Root Cause 8:** Lack of communication between parents, students, and teachers. Without timely, effective communication from the teacher, students and parents are unable to understand the expectations for learning.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data



- Campus department and/or faculty meeting discussions and data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.





Performance Level 2023 %      2024 %

Approaches	69%	to	72%
Meets	42%	to	45%
Masters	15%	to	18%

**Evaluation Data Sources:** District Assessment Data, Campus Assessment Data, STAAR DATA, mClass Data, MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leaders will improve teachers' capacity for internalizing Amplify reading lessons and delivering impactful Tier 1 instruction through targeted professional development and at-bats during planning meetings and weekly PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Specialist Digital Learning Coach 3-5 Reading Teachers 3rd and 4th Grade Mutli-Classroom Leader</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> General Supplies - 199 General Fund</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The ESSER Reading Interventionist and Title 1 Tutors provides targeted cyclical support to scholars in grades 3-5 to close learning gaps while addressing identified targeted TEKS. Sessions will be conducted for 50 minutes, two times each week for a duration of three consecutive weeks. Data will be tracked daily using a data tracker on targeted TEKS to track progress and growth. <b>Strategy's Expected Result/Impact:</b> Scholars will gain 1.5 years worth of growth that will contribute to the closing of the learning gaps that have been identified. <b>Staff Responsible for Monitoring:</b> ESSER 3-5 Reading Interventionist Title 1 Tutors Campus Academic Specialist Digital Learning Coach Principal Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> The Amplify and Eureka curriculum were not implemented with fidelity across grade levels and content areas. <b>Root Cause:</b> Teachers did not receive consistent training prior to the beginning of the school to ensure successful implementation of the new Math and Reading curriculum. Teachers were implementing the new curriculum at the same time they were learning it.
School Processes & Programs
<b>Problem Statement 1:</b> Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <b>Root Cause:</b> The campus needs to provide targeted special development and access to varied learning opportunities and support to ensure all teachers have access to research-based instructional practices.
<b>Problem Statement 2:</b> PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. <b>Root Cause:</b> Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %    2024 %

Approaches	59%	to	62%
Meets	27%	to	30%
Masters	8%	to	11%

**Evaluation Data Sources:** District Assessment Data, Campus Assessment Data, STAAR DATA, mClass Data, MAP Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leaders will improve teachers' capacity for internalizing Eureka math lessons and delivering impactful Tier 1 instruction through targeted professional development and at-bats during planning meetings and weekly PLCs. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Specialist Digital Learning Coach 3-5 Reading Teachers 3rd and 4th Grade Mutli-Classroom Leader  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The ESSER Math Interventionist and Title 1 Tutors provides targeted cyclical support to scholars in grades 3-5 to close learning gaps while addressing identified targeted TEKS. Sessions will be conducted for 50 minutes, two times each week for a duration of three consecutive weeks. Data will be tracked daily using a data tracker on targeted TEKS to track progress and growth. <b>Strategy's Expected Result/Impact:</b> Scholars will gain 1.5 years worth of growth that will contribute to the closing of the learning gaps that have been identified. <b>Staff Responsible for Monitoring:</b> ESSER 3-5 Math Interventionist Title 1 Tutors Campus Academic Specialist Digital Learning Coach Principal Assistant Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 3:</b> The Amplify and Eureka curriculum were not implemented with fidelity across grade levels and content areas. <b>Root Cause:</b> Teachers did not receive consistent training prior to the beginning of the school to ensure successful implementation of the new Math and Reading curriculum. Teachers were implementing the new curriculum at the same time they were learning it.
School Processes & Programs
<b>Problem Statement 1:</b> Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <b>Root Cause:</b> The campus needs to provide targeted special development and access to varied learning opportunities and support to ensure all teachers have access to research-based instructional practices.
<b>Problem Statement 2:</b> PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. <b>Root Cause:</b> Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students





**Performance Objective 3:** By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %   2024 %

Approaches	47%	to	50%
Meets	18%	to	21%
Masters	8%	to	11%

- Evaluation Data Sources:** 2023 Science STAAR Results  
District level assessments BOY, MOY, EOY  
Campus level assessments 2 to 3 times a grading period  
Formal/Informal classroom assessments based on Amplify every two weeks  
Map projected proficiency reports on STAAR.  
Exit Tickets / Do Now Data  
Campus Data trackers for high yield TEKS of focus

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus leaders will improve teachers' capacity for internalizing science lessons and delivering impactful Tier 1 instruction through targeted professional development and at-bats during planning meetings and weekly PLCs. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class. <b>Staff Responsible for Monitoring:</b> ESSER 3-5 Math Interventionist Title 1 Tutors Campus Academic Specialist Digital Learning Coach Principal Assistant Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <b>Root Cause:</b> A lack of professional development in these two areas is a root cause for this concern.
School Processes & Programs
<b>Problem Statement 2:</b> PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. <b>Root Cause:</b> Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.



**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	94%
Letter-Sound Correspondence	92%
Early Writing	93%

**Evaluation Data Sources:** BOY, MOY, and EOY Circle data  
Frog Street Curriculum specifically tracked in the following areas: writing, rapid letter naming (capital and lower letters), and phonological awareness).

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students





**Performance Objective 5:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 95%

**Evaluation Data Sources:** BOY, MOY, and EOY Circle data

Frog Street Curriculum specifically tracked in the following areas: writing, rapid number naming (1-20), and basic computation (i.e., 1+1) using manipulatives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Campus leaders facilitate campus level professional learning communities to address the scholars' needs based on CLI Circle data to increase scholar performance. Individual teacher data talks will take place throughout the year focusing on scholar data and small group intervention/extension strategies</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-Kindergarten Teachers Digital Learning Coach Campus Academic Specialist Assistant Principal Principal</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <b>Root Cause:</b> A lack of professional development in these two areas is a root cause for this concern.</p>

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 64%

**Evaluation Data Sources:** District level assessments BOY, MOY, EOY  
Campus level assessments 2 to 3 times a grading period  
Formal/Informal classroom assessments based on Amplify every two weeks  
Map projected proficiency reports on STAAR.  
Exit Tickets / Do Now Data  
Campus Data trackers (KPI Chart) for high yield TEKS of focus

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus leaders facilitate campus level Professional Learning Communities that address the scholars needs on mClass data to increase student performance. Individual teacher data talks will take place throughout the year focusing on student data and small group intervention/extension strategies.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher effectiveness in Tier 1 instruction and intervention. <b>Staff Responsible for Monitoring:</b> Increase in teacher effectiveness in Tier 1 instruction and intervention. Staff Responsible for Monitoring: Kindergarten - 2nd Grade Teachers LLI Teacher Instructional Specialist Campus Academic Specialist Assistant Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

**Performance Objective 6 Problem Statements:**

### Student Learning

**Problem Statement 1:** Teachers are in need of training in order to scaffold and differentiate instruction for schoalrs in order to meet individual learning needs. **Root Cause:** A lack of professional development in these two areas is a root cause for this concern.





**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 57%

**Evaluation Data Sources:** District level assessments BOY, MOY, EOY  
 Campus level assessments 2 to 3 times a grading period  
 Formal/Informal classroom assessments based on Eureka every two weeks  
 Map projected proficiency reports on STAAR.  
 Exit Tickets / Do Now Data  
 Campus Data trackers (KPI Chart) for high yield TEKS of focus

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Map Growth data and Learning Continuum provided by NWEA will be used to determine the initial instruction and intervention skills that should be taught at each RIT Band for each reading goal. Teachers will document interventions on a tracker and progress monitor scholar's progress on academic deficits identified by MAP data bi-weekly.  <b>Strategy's Expected Result/Impact:</b> Student will be aware of their own individualized targeted goal to exceed their growth expectations on MAP reading. Continuous reading growth will be seen from scholars from the beginning, middle, and end of Map testing. BOY-60% of 3rd-5th grade scholars will exceed their growth. MOY-80% 3rd-5th grade scholars will exceed their growth. EOY-3rd-5th improve mastery by at least 20 PPT over 2022 EOY performance grade scholars will exceed their growth. By June 2023, the achievement gap between scholars will be evident.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, ESSER teacher Instructional Coach, and MCL  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 7 Problem Statements:**

### Student Learning

**Problem Statement 1:** Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. **Root Cause:** A lack of professional development in these two areas is a root cause for this concern.

### School Processes & Programs





**Problem Statement 2:** PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. **Root Cause:** Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 53%

**Evaluation Data Sources:** District level assessments BOY, MOY, EOY  
 Campus level assessments 2 to 3 times a grading period  
 Formal/Informal classroom assessments based on Amplify every two weeks  
 Exit Tickets / Do Now Data  
 Campus Data trackers (KPI Chart) for high yield TEKS of focus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Map Growth data and Learning Continuum provided by NWEA will be used to determine the initial instruction and intervention skills that should be taught at each RIT Band for each math goal. Teachers will document interventions in lesson plans and progress monitor scholar's progress on academic deficits identified by MAP data weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will be aware of their own individualized targeted goal to exceed their growth expectations on MAP Math. Continuous Math growth will be seen from scholars from the BOY-60% of K-5th grade scholars will exceed their growth. MOY-80% K-5th grade scholars will exceed their growth. EOY-K-5th improve mastery by at least 20 PPT over 2022 EOY performance grade scholars will exceed their growth. By June 2023, the math achievement gap between K-5th grade scholars will be evident.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, ESSER teacher Instructional Coach, and MCL.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 8 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. **Root Cause:** The campus needs to provide targeted special development and access to varied learning opportunities and support to ensure all teachers have access to research-based instructional practices.

**Problem Statement 2:** PLCs need to be structured to focus on the data and the use of the data to inform instruction. The data needs to be used to align lessons to the TEKS that include differentiation and scaffolded learning, develop formative assessments, and create individualized learning plans for all scholars. **Root Cause:** Teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback sessions. The discussion is not focused on data - driven processes that drive the instruction.



**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.7%

**Evaluation Data Sources:** Daily, Weekly, Monthly Attendance Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> The attendance clerk and AP will track attendance daily using Certify. If the scholar is listed 90% or less attendance using Certify report, attendance clerk will meet with administration to monitor scholar's attendance. Action items will be recorded with assigned due dates for items such as: absent letters, parent conference and attendance contracts.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance reports will be analyzed weekly to ensure the goal of 97% for students is met. Attendance rates will improve .6% to 94% Quarter 1-95% Quarter 2- 97% Quarter 3-98% Quarter 4.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Attendance Clerk, and Attendance Committee</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 2</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 9 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Attendance rates need to be monitored and improved to align with our campus goal of achieving 97% attendance. <b>Root Cause:</b> A lack of a clear system to monitor and address attendance has contributed to ineffective processes that fail to address campus concerns.</p>

**Goal 2:** Equity - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

**Evaluation Data Sources:** TELPAS Proficiency Indicators  
Daily & Weekly Intervention Trackers  
Education Galaxy  
ST Math  
Amplify Reading  
MAP Interventions (Blended)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The ESSER interventionists and Multi Classroom leaders (MCL) will support teachers and support student subgroups who are identified as African American and Hispanic.  <b>Strategy's Expected Result/Impact:</b> Scholars will increase overall academic achievement with a minimum of half of a year achievement growth.  <b>Staff Responsible for Monitoring:</b> Principal, Student Support Specialist, MCL, and ESSER teacher.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Teachers are in need of training in order to scaffold and differentiate instruction for schoalrs in order to meet individual learning needs. <b>Root Cause:</b> A lack of professional development in these two areas is a root cause for this concern.

**Goal 2:** Equity - Remove unacceptable barriers to student and staff success

**Performance Objective 2:** By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

**Evaluation Data Sources:** 2023 Reading Math STAAR Test Results  
 District level assessments BOY, MOY, EOY  
 Campus level assessments 2 to 3 times a grading period  
 Formal/Informal classroom assessments based on Eureka every two weeks  
 Map projected proficiency reports on STAAR.  
 Exit Tickets / Do Now Data  
 Campus Data trackers for high yield TEKS of focus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The ESSER interventionists and Multi Classroom leaders (MCL) will support teachers and support student subgroups who are identified as African American and Hispanic. <b>Strategy's Expected Result/Impact:</b> Scholars will increase overall academic achievement with a minimum of half of a year achievement growth. <b>Staff Responsible for Monitoring:</b> Principal, Student Support Specialist, MCL, and ESSER teacher.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <b>Root Cause:</b> A lack of professional development in these two areas is a root cause for this concern.

### Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

**Evaluation Data Sources:** Attendance Trackers  
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> The Parent Engagement Liaison (PEL) will assist the campus staff with increasing parent involvement to 25% of parents participating in school wide events. <b>Strategy's Expected Result/Impact:</b> Parental involvement will increase by 25% in school. Previous involvement showed less than 5% attendance in face to face events and less than 10% involvement in virtual events as evidenced by sign in sheets. Clear, consistent, and timely communication will increase the number of parents able to participate. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent Engagement Liaison (PEL) and Counselor  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The need for consistent support and relationship building with the overall goal of providing social-emotional support of scholars and families is evident. <b>Root Cause:</b> Staff members need to receive training on cultural diversity with equity and social-emotional learning as a focus.
Perceptions
<b>Problem Statement 1:</b> Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. <b>Root Cause:</b> Lack of communication between parents, students, and teachers. Without timely, effective communication from the teacher, students and parents are unable to understand the expectations for learning.

**Goal 4:** Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

**Evaluation Data Sources:** Attendance Trackers  
Surveys

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will implement the Quaver SEL curriculum which is integrated with our SISD curriculum. SEL time will be built into the master schedule. Each teacher will include a SEL strategy in their daily lesson plan. The counselor will real time coach while observing classes and planning sessions.  <b>Strategy's Expected Result/Impact:</b> Q1 - 50% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. Q2 - 60% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor. Q3 - 80% of students will demonstrate skill development in each taught competency as measured by the digital assessment monitor.  <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers and staff will implement one SEL intervention strategy each month to strengthen relationships and support student well-being. A reflection survey will be submitted on the last day of the month to determine the impact on relationships and emotional climate. The students will take a survey to indicate if they have positive relationships with the		Formative			Summative
		Oct	Jan	Mar	June

teacher and class, feel like they belong, and are happy at school (emotional climate).

**Strategy's Expected Result/Impact:** Q1 Data from student surveys will show 50% or more students have positive relationships with the teacher and the class and feel like they are happy at school. Q2 Data from student surveys will show 80% or more students have positive relationships with the teacher and the class and feel like they are happy at school. Q3 Data from student surveys will show 90% or more students have positive relationships with the teacher and the class and feel like they are happy at school.

**Staff Responsible for Monitoring:** Counselor, Teachers, Principal, and Assistant Principal

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Perceptions 1



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** The need for consistent support and relationship building with the overall goal of providing social-emotional support of scholars and families is evident.

**Root Cause:** Staff members need to receive training on cultural diversity with equity and social-emotional learning as a focus.

**Problem Statement 2:** Teachers lacked restorative practices that were needed to assist with the managing of scholar behaviors; therefore, instructional time was lost to address and resolve scholar behaviors **Root Cause:** Teachers have not received adequate training on restorative disciplinary practices. As a result, teachers lack the ability to effectively resolve discipline issues without resorting to punitive measures that impact instructional minutes.





**Perceptions**

**Problem Statement 1:** Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. **Root Cause:** Lack of communication between parents, students, and teachers. Without timely, effective communication from the teacher, students and parents are unable to understand the expectations for learning.

**Goal 5:** Opportunities - Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

**Evaluation Data Sources:** Attendance Trackers  
Responses to Campus Flyer  
Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will partner with community members and business partners to partner with campus for Meet the teachers, Open House, Campus Events, and parent meetings to increase awareness and provide support to community and staff. The campus will partner with Family Community Engagement Department to collaborate on district community involvement opportunity to promote awareness. The campus will send school newsletter, Twitter, and blackboard messages to connect with the community and homeowners. <b>Strategy's Expected Result/Impact:</b> By August 2023, maintain and/or increase campus enrollment.  By September 2023, 100 % of staff will be trained by the Family Engagement Community Involvement Department.  By October 28, 2023 maintain or increase involvement by 3%  By May 2024, increase enrollment by 5%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Family Engagement & Involvement Liaison, PTO, Koala Care, Family Engagement Community Involvement Department  <b>Title I:</b> 4.2 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. <b>Root Cause:</b> Lack of communication between parents, students, and teachers. Without timely, effective communication from the teacher, students and parents are unable to understand the expectations for learning.

**Goal 6:** Leadership - Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

**Evaluation Data Sources:** Certificates of Completion

PD portfolio

Passports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Progress monitor the Campus Learning Passport completion rate by monitoring the professional learning hours in Strive.  <b>Strategy's Expected Result/Impact:</b> By October 2023, at least 25% of staff will have made some progress towards completion of the Learning Passport and Safe Schools.  By December 2023, at least 50% of campus will have made significant progress towards completion of the Learning Passport and Safe Schools.  Campus will partner with Workforce Development to ensure 100% of campus will have completed the requirements for Safe Schools, Reading Academy, Project Restore and Learning Passport by June 2024. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Academic Specialist, Workforce Development PDF Department, Teachers, Counselors  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> Teachers are in need of training in order to scaffold and differentiate instruction for schoalrs in order to meet individual learning needs. <b>Root Cause:</b> A lack of professional development in these two areas is a root cause for this concern.



**Goal 6:** Leadership - Identify and support all leaders across every level of the organization

**Performance Objective 2:** By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

**Evaluation Data Sources:** TTESS Walkthroughs, 45 min Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> The campus will implement the Coaching Feedback Model: See It, Name It, Do It, define incremental quarterly targets, and monitoring strategies by conducting TTESS observations.</p> <p><b>Strategy's Expected Result/Impact:</b> By August 2023, All staff will be trained on TTESS.</p> <p>By September 2024, BOY conferences complete with goals set.</p> <p>By October 2023, Walkthrough 1 completed.</p> <p>By December 2023, Walkthrough 2 completed.</p> <p>By February 2024, review MOY goals and conduct conferences to review goals.</p> <p>By March 2024, 45 min Observation completed.</p> <p>By May 2024, Summative and EOY conferences completed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 3</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> The Amplify and Eureka curriculum were not implemented with fidelity across grade levels and content areas. <b>Root Cause:</b> Teachers did not receive consistent training prior to the beginning of the school to ensure successful implementation of the new Math and Reading curriculum. Teachers were implementing the new curriculum at the same time they were learning it.</p>

# State Compensatory

## Budget for Burchett Elementary

**Total SCE Funds:** \$19,320.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Title I

## 1.1: Comprehensive Needs Assessment

The Title 1, Part A Campus Improvement Plan for Burchett ES is developed from the Campus Needs Assessment (CNA) that is developed with the members of the CIP committee and is based on the needs of the school in its entirety. Some items of focus include the academic achievement of our scholars with a focus on those scholars who are not meeting grade level expectations as well as those who are at-risk for not meeting grade level expectations. These expectations include those that the state measures, such as STAAR, as well as those determined by the district and local agencies. Special consideration is given to those scholars being served in Special Education, Emergent Bilingual scholars, Economically Disadvantaged scholars, and those identified as At-Risk. Other consideration is given to those being served in our Gifted and Talented programs as well.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP, Campus Improvement Plan, is developed in conjunction and collaboration with community members, business partners, parents, and campus personnel including paraprofessional staff members, teachers, campus instructional leaders, administration, and district level administration. The list of those members who participated in the forming of the CNA and review of the CIP may be found in the Plan4Learning Committees section of the CIP.

## 2.2: Regular monitoring and revision

The date the CIP was developed and reviewed is noted in the Plan4Learning section that is titled, Goals.

The CIP is a document that remains a part of the campus for the duration of the school year for as long as Burchett has the designation of being a Title 1 school. The plan is a live document that will be revised and reviewed regularly to ensure we are meeting the needs of the scholars we support. The focus will remain on meeting the needs of scholars within the rigorous state academic standards.

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

Once approved, the CIP can be located on our Burchett website. In addition, parents and community members may request a printed copy from the campus. Communication of the plan will be available in both English and Spanish.

## 2.4: Opportunities for all children to meet State standards

Burchett determines the strategies that need to be reformed based on formative and summative scholar achievement data. The CIP has multiple instances where descriptions occur that show how the strategies will provide opportunities for all scholars, including those in special populations, will meet the learning expectations set forth by the state.

This requirement can be found in the strategy level in Plan4Learning.

## 2.5: Increased learning time and well-rounded education

Instructional strategies that strengthen the academic program, an increase in the amount of the quality of the learning time, and the assistance that will be provided through a rigorous, enriched curriculum, will provide the scholars at Burchett with a well-rounded education. In addition, a focus on accelerated learning will enhance the educational experience as well. The campus has identified at least one instructional strategy to address identified learning needs.

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

All scholars served at Burchett ES will have learning goals and learning needs met with a particular focus on those scholars who are identified as being "At-Risk." These scholars in particular have shown through data analysis that they are failing to meet the challenging academic standards posed by the state. At least one instructional strategy has been identified to address the needs of all scholars that includes a focus on the needs of the "At-Risk" scholar.

## **3.1: Annually evaluate the schoolwide plan**

The Campus Advisory Committee meets at the end of the school year to review data and to determine progression and goal attainment for the identified scholar groups. In addition, The Campus Advisory Committee meets regularly throughout the school year to monitor the progress of these goals and make adjustments when needed.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Burchett in collaboration with parents develops a written parent and family engagement policy and a school parent compact with parents and family members of our scholars. These policies describes the strategic methods that Spring Independent School District utilizes to fulfill the requirements for the partnership with parents and families as we provide a high quality education. This collaborative partnership with parents is essential for scholars to be successful at school.

Some areas of focus include, but are not limited to:

- Parent curriculum nights/workshops
- Providing study materials and resources for parents to utilize at home with their scholars
- Understanding state STAAR and local assessments and standards

Our Parent and Family Engagment performance indicators include:

- Increasing parent rating of overall quality of the education provided by the Spring Independent School District
- Increase membership in our partnership with our PTO and volunteerism

## **4.2: Offer flexible number of parent involvement meetings**

Burchett provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the campus level, we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Literacy Night, Science Night, STAAR night, and workshops with a social-emotional focus.

## **5.1: Determine which students will be served by following local policy**

NA