Spring Independent School District

Burchett Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022
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.
# Table of Contents

Comprehensive Needs Assessment  
Demographics  
Student Learning  
School Processes & Programs  
Perceptions  
Priority Problem Statements  
Comprehensive Needs Assessment Data Documentation  
Goals  
  Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students  
  Goal 2: EQUITY-Remove unacceptable barriers to student and staff success  
  Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes  
  Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met  
  Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel  
  Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization  
State Compensatory  
  Budget for Burchett Elementary  
Title I  
  1. Comprehensive Needs Assessment (CNA)  
  1.1: Comprehensive Needs Assessment  
  2. Campus Improvement Plan  
  2.1: Campus Improvement Plan developed with appropriate stakeholders  
  2.2: Regular monitoring and revision  
  2.3: Available to parents and community in an understandable format and language  
  2.4: Opportunities for all children to meet State standards  
  2.5: Increased learning time and well-rounded education  
  2.6: Address needs of all students, particularly at-risk  
  3. Annual Evaluation  
  3.1: Annually evaluate the schoolwide plan  
  4. Parent and Family Engagement (PFE)  
  4.1: Develop and distribute Parent and Family Engagement Policy  
  4.2: Offer flexible number of parent involvement meetings  
  5. Targeted Assistance Schools Only  
Campus Funding Summary
Comprehensive Needs Assessment

Demographics

Demographics Summary

Chet Burchett Elementary is a 17 year old, PreK-5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2021-2022 school year with the demographic being provided from the data given in May 2022. Scholar enrollment at Burchett Elementary increased during 2021-2022 compared to a pattern we have seen for the last three years. Enrollment increased from the previous year by 15 percent. May enrollment data shows that 749 scholars are enrolled and 357 (48%) are Hispanics, 256 (34%) are African American, 5 (.006%) are Asian, 89 (12%) are white, 16 (.02%) are American Indian or Alaska Native, and 26 (.03%) are Two-or-More Races. The 19.2% student mobility rate for Burchett Elementary is below the District average of 20.5% for the school year 2019-2020. ADA for the 21-22 year was 93.24%. Burchett Elementary’s scholar groups include 334 (46%) English Language Learners (ELLs), 65 (8.7%) Gifted and Talented, and 83 (11.1%) Special Education. Additionally, 61 (82.2%) are economically disadvantaged; 9 (1.2%) Homeless; and 485 (64.8%) are identified as at-risk.

Our school teacher data indicates that most teachers at Burchett Elementary have between 11-20 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%. During the 2021-2022 school year, teachers’ absences due to COVID-19 decreased from previous years, which allowed the instructional support staff to coach teachers and provide interventions to specific groups of students.

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. Lazagne 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:

- Burchett Elementary attendance rate is above the school district.
- Ethnic breakdowns are consistent with the previous 2021-2022 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
• By the end of the school year Burchett was serving 749 in-person scholars.
• For the 2022-2023 school year Chet Burchett Elementary, will 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 despite 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 2021-2022 school year, Spring ISD preliminary reports show the following for Burchett Elementary:

Student Learning Summary All schools in Texas must meet standards set in three state accountability areas. For the 2021-2022 school year, Burchett Elementary met all three targets:

Domain 1-Student Achievement: Rating D Scaled Score 72

Academic Growth: Scaled Score 89% Relative Performance: Scaled Score 79%

Domain 3-Closing the Gaps: Rating 77% Scaled Score ___ (Component Score: ___%)

These scores result in Burchett Elementary receiving a 2022 Texas Accountability ____ Standard Rating: Campus Overall Rating ___ (Overall Score ___)

On the 2021-2022 STAAR, the following scores show the percentage Meets Grade Level:

2021-22 STAAR Reading Score at Meets Level:

Overall-126/269-46%

3rd Grade -40/96-42%

4th Grade-35/86-41%

5th Grade-51/87-59%

2021-22 STAAR Math Score at Meets Level:

Overall-97/269-36%

3rd Grade -31/96-33%

4th Grade-24/86-28%

5th Grade-41/87-47%

2021-22 STAAR Science Score at Meets Level:

Overall-57/87-66%
A deep analysis of the above scores by grade level and by each student group reveals that 3rd-5th grade Math and Reading is an area of focus. Burchett will focus on strengthening the special education and African American students. STAAR results indicate that Reading and Science is performing at a higher level than Math. 5th grade is outperforming 3rd and 4th grade in all subjects. 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: 140/275 = 51%
- 3rd: 35/95 = 37%
- 4th: 50/91 = 55%
- 5th: 55/89 = 62%

**EOY MAP Math scores:**
- Overall K-5th grade: 280/637 = 44%
- K: 57/103 = 55%
- 1st: 34/104 = 33%
- 2nd: 48/131 = 36%
- 3rd: 47/110 = 43%
- 4th: 47/94 = 50%
- 5th: 49/95 = 52%

Based on MAP scores by grade level results indicate reading and math is an area of focus. K-5 in Math and 3-5 Reading did not meet the CIP goal of 65% on/above grade level. In reading 5th grade outperformed 3rd and 4th grade students. The primary grades 1st and 2nd showed a decrease in Math MAP scores from 2021. 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:

- 79% Phonological Awareness,
- 84% Rapid Letter naming.
- 79% Early Writing.

Wave 3-94% are on track for mastery for overall math skills.

Based on EOY Circle data, phonological awareness and Early writing has decreased from 2021. There was 6% decrease in phonological awareness and 14% in early writing compared to the EOY students on track in 2021. There was an increase in overall math scores compared to 2021, and we did meet CIP goal of 90% on grade level. 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
<th>B</th>
<th>INT</th>
<th>ADV</th>
<th>ADVH</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>25</td>
<td>32%</td>
<td>56%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>1</td>
<td>16</td>
<td>25%</td>
<td>44%</td>
<td>25%</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>11%</td>
<td>46%</td>
<td>34%</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>0%</td>
<td>29%</td>
<td>48%</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>11%</td>
<td>25%</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>6%</td>
<td>12%</td>
<td>35%</td>
<td>47%</td>
</tr>
</tbody>
</table>

A growing number of ELs are enrolling at Burchett Elementary. The reclassification rates which rely in part 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.
Based on our TELPAS data we can conclude that 19% of students in grades K-2 are at the beginning level of TELPAS composite score. The goal is for students to be at intermediate or higher in TELPAS ratings. Our students in grades K-2 are making gains on listening proficiency ratings with 13% of students being at beginning level. First grade has the highest number of beginning listening proficiency of 19%. 36% Kinder and 25% 1st grade students are at beginning in regards to speaking proficiency ratings. More than 50% of Kinder and 1st students are at beginning level in Reading and Writing proficiency rating. Teachers will be provided staff development in the areas of instruction for listening, writing, speaking, and reading to support EB students to close achievement gaps regarding language barriers.

Attendance rates have steadily increased over the last three years. 93.24% at, the attendance rate is above the school district (92.86%). 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 2021-2022 Wave 3 Circle, the following scores for score ON Track are: Language & Literacy: 84% Rapid Letter Naming
- On the 2021-2022 Wave 3 Circle, 94% 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. Faculty and staff members are highly qualified, including a certified Bilingual Teacher in every Bilingual classroom. However, 14 staff members are not ESL certified while 19 have acquired ESL certifications. Title 1 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 1 funds are also allocated to fund 1.5 FTEs to provide student intervention and instructional support to staff.

During the 2021-2022 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. Parents are invited to attend as their student goes through the RTI process.
- 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:

- Through an active Campus Advisory Committee, teachers participate in decisions regarding instruction, STAAR support, scholar management, and school culture. It is a campus expectation that continuous on-site staff development is offered throughout the year including: Curriculum training using the professional team from both Eureka and Amplify, New Teacher Mentor Meetings and Vertical Meetings across content areas.
- 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 Holdsworth Team meets regularly to refine the processes related to the identified problem of practice that include the utilization of empathy interviews to inform next steps for support.

• The Opportunity Culture team creates schedules with ongoing support imbeded 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? 76% rate the school as Excellent or Good
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 95% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 88% Strongly Agree or Agree
- Academic Support: Teachers set high expectations for all students. 81% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students. 77% Strongly Agree or Agree

Staff:

- Family involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 91% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 91% Strongly Agree or Agree
- Academic Support: This school is safe. 91% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students. 89% Strongly Agree or Agree
- Academic Support: This school’s learning standards and expectations are clearly explained to students. 83% 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. 24% Strongly Disagree or Disagree
- Student Support: This school offers students a variety of activities and courses. 22% Strongly Disagree or Disagree
- Academic Support: The School's learning standards and expectations are clearly explained to students. 17% Strongly Disagree or Disagree and 19% Didn't Know
- Academic Support: Teachers give timely and helpful feedback about student work: 19% Strongly Disagree or Disagree
- School Leadership: School-based administrators (principals and assistant principals) are responsive when I have a concern. 18% 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: 40% Strongly Disagree or Disagree
- Overall Quality: How would you rate the overall quality of the school. 38% Strongly Disagree or Disagree
- Safety & Behavior: Staff members and students treat each other with respect. 36% Strongly Disagree or Disagree
- School Leadership: School-based administrators (principals and assistant principals) are responsive when I have a concern. 34% 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 House and Parent Meetings. 95% Strongly Agreed or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 88% Strongly Agreed or Agree
- Family Involvement: This school encourages families to volunteer. 88% Strongly Agreed or Agree
- Safety & Behavior: This school is safe. 86% Strongly Agreed or Agree
- Family Involvement: Staff members and families treat each other with respect. 85% Strongly Agreed 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:

- Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a school program. 96% Strongly Agree or Agree
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 96% Strongly Agree or Agree
- Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a personal problem. 91% Strongly Agree or Agree
- Student Support: Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. 91% Strongly Agree or Agree
- Family Involvement: Staff members and families treat each other with respect. 85% Strongly Agreed 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 division 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 embedded in the instructional day (through our Quavar 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.

Problem Statement 2 (Prioritized): Staff report that the unfair enforcement of discipline is limiting the overall learning. Root Cause: Campus implementation of safety and behavior protocols lacks coordination and communication.
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 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 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 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

**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 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 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 9: Staff report that the unfair enforcement of discipline is limiting the overall learning.
Root Cause 9: Campus implementation of safety and behavior protocols lacks coordination and communication.
Problem Statement 9 Areas: Perceptions

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
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 2023, 80% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

- **Grade 3**  
  Approaches-80%, Meets-60%, Masters-30%
- **Grade 4**  
  Approaches-80%, Meets-60%, Masters-30%
- **Grade 5**  
  Approaches-80%, Meets-60%, Masters-40%
- **Grades 3-5**  
  Approaches-80%, Meets-60%, Masters-40%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**Evaluation Data Sources:**
- 2023 Reading 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

**Strategy 1:** Campus leaders will coach 3rd-5th reading teachers on differentiation and scaffolding using biweekly professional development models during Tier 1 instruction, interventions, and PLCs. The leaders will monitor teacher progress by utilizing Whetstone and calibrate on progress twice a month.

**Strategy’s Expected Result/Impact:** 80% of scholars in grades 3-5 will consistently reach individualized reading goals set by themselves and their teachers by the end of the school year.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Digital Literacy Coach  
Campus Academic Specialist  
3-5 Reading Teachers  
The Holdsworth Team

<table>
<thead>
<tr>
<th>Title I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong></td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
</tr>
<tr>
<td><strong>- ESF Levers:</strong></td>
</tr>
<tr>
<td>Lever 2: Effective, Well-Supported Teachers</td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 3</td>
</tr>
</tbody>
</table>

### Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

## Strategy 2 Details

**Strategy 2:** Campus leaders improve teachers' capacity for internalizing Amplify reading lessons delivering impactful Tier 1 instruction through targeted professional development and at-bats during planning meetings and biweekly PLCs.

**Strategy’s Expected Result/Impact:** Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Specialist  
Digital Literacy Coach  
3-5 Reading Teachers  
3rd and 4th Grade Multi-Classroom Leader

<table>
<thead>
<tr>
<th>Title I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong></td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
</tr>
<tr>
<td><strong>- ESF Levers:</strong></td>
</tr>
<tr>
<td>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 3 - Student Learning 1</td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Campus Academic Specialist - 211 Title I, Part A - $86,600</td>
</tr>
</tbody>
</table>
**Strategy 3 Details**

**Strategy 3**: The ESSER Reading Interventionist and Title 1 Tutors provides targeted cyclical support to scholars in bilingual classes and general education classes in grades 3-5 to close learning gaps while addressing identified targeted TEKS. Sessions will be conducted for 20 minutes, daily for a duration of three consecutive weeks. Data will be tracked daily using a data tracker on targeted TEKS to track progress and growth.

- **Strategy's Expected Result/Impact**: Scholars will gain 1.5 years worth of growth that will contribute to the closing of the learning gaps that have been identified.
- **Staff Responsible for Monitoring**: ESSER 3-5 Reading Interventionist
  - Campus Academic Specialist
  - Digital Literacy Coach
  - Principal
  - Assistant Principal

**Title 1**:

- **TEA Priorities**:
  - Build a foundation of reading and math
- **ESF Levers**:
  - Lever 2: Effective, Well-Supported Teachers

**Problem Statements**: Student Learning 1 - School Processes & Programs 1

**Funding Sources**:
- Title 1 Tutors for Reading - 211 Title I, Part A - 6112 - $7,500
- General Supplies - 211 Title I, Part A - 6399 - $1,500
- Instructional Materials (books/workbooks) - 211 Title I, Part A - 6325 - $1,000
- ESL Supplemental Resources - 263 Title III, LEP - $2,387

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

---

Burchett Elementary
Generated by Plan4Learning.com

20 of 59

Campus #101919119
September 15, 2022 12:54 PM
**Strategy 4 Details**

**Strategy 4:** The Multi-Classroom Leader, The Reach Associate, and the Teacher Residents provided through the partnership the Opportunity Culture, provide coaching and support to grades 3 and 4 Reading Teachers using Springway Systems and Routines and CHAMPS to support classroom management and instruction. Coaching cycles and support occur biweekly, beginning in September, and the data from these coaching session will be tracked using Whetstone.

**Strategy's Expected Result/Impact:** 100% of the reading teachers in grades 3 and 4 will meet personalized coaching goals and attain the individual scholar growth goals on targeted TEKS.

**Staff Responsible for Monitoring:** Multi-Classroom Leaders
Reach Associates
Teacher Residents
Campus Academic Specialist
Principal
Assistant Principal

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

**Funding Sources:** MCL Stipends - 211 Title I, Part A - $17,000

---

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>
Strategy 5 Details

**Strategy 5:** After-school tutoring, Saturday School, and assistance from interventionist will be provided for scholars scoring below 70% or not meeting progress measures on campus, district, and/or state assessments. Paper and printing supplies will be provided for planning students work after school and on Saturday.

**Strategy's Expected Result/Impact:** Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorials and attendance will be monitored to ensure that students in need of additional support are attending. Demonstrated by the mastery of each standard. on the Reading BCAs and STAAR Reading Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2023 STAAR assessment.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Specialist, Team Leaders and Teachers.

**Title I:**
2.4

- **TEA Priorities:**
  Build a foundation of reading and math

- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Funding Sources:** Saturday School and After School Tutorials - 199 State SCE - State Compensatory Education (PIC - $12,000, General Supplies - paper and pencils - 199 State SCE - State Compensatory Education (PIC - $2,000)

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
</tr>
</tbody>
</table>

**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.

**Problem Statement 3:** 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**

**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.
<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 80% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3 Approaches-80%, Meets-60%, Masters-40%
Grade 4 Approaches-80%, Meets-60%, Masters-40%
Grade 5 Approaches-80%, Meets-60%, Masters-40%
Grades 3-5 Approaches-80%, Meets-60%, Masters-40%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources:
- 2023 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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Campus leaders will coach 3rd-5th math teachers on differentiation and scaffolding using biweekly professional development models during Tier 1 instruction, interventions, and PLCs. The leaders will monitor teacher progress by utilizing Whetstone and calibrate on progress twice a month.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal Campus Academic Specialist 3-5 Math Teachers 3rd and 4th Grade Multi-Classroom Leader</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 2</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Computers/Printers/Ipads - 211 Title I, Part A - $3,000</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** The ESSER Math Interventionist and Title 1 Tutors provide targeted cyclical support to scholars in bilingual classes and general education classes in grades 3-5 to close learning gaps while addressing identified targeted TEKS. Sessions will be conducted for 20 minutes, daily for a duration of three consecutive weeks. Data will be tracked daily using a data tracker on targeted TEKS to track progress and growth.

- **Strategy's Expected Result/Impact:** Scholars will gain 1.5 years worth of growth that will contribute to the closing of the learning gaps that have been identified.
- **Staff Responsible for Monitoring:** ESSER 3-5 Math Interventionist
  - Campus Academic Specialist
  - Principal
  - Assistant Principal

- **Title I:**
  - 2.4, 2.6

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**
  - Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

- **Problem Statements:** School Processes & Programs

- **Funding Sources:**
  - Title 1 Tutor - Math - 211 Title I, Part A - $7,500, Instructional Materials (Books/Workbooks) - 211 Title I, Part A - 6325 - $1,000, General Supplies (paper, notebooks) - 211 Title I, Part A - 6399 - $1,500

---

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

---

Burchett Elementary
Generated by Plan4Learning.com

25 of 59

Campus #101919119
September 15, 2022 12:54 PM
**Strategy 3 Details**

**Strategy 3:** The Multi-Classroom Leader, The Reach Associate, and the Teacher Residents provided through the partnership the Opportunity Culture, provide coaching and support to grades 3 and 4 Math Teachers using Springway Systems and Routines and CHAMPS to support classroom management and instruction. Coaching cycles and support occur biweekly, beginning in September, and the data from these coaching session will be tracked using Whetstone.

**Strategy's Expected Result/Impact:** 100% of the math teachers in grades 3 and 4 will meet personalized coaching goals and attain the individual scholar growth goals on targeted TEKS.

**Staff Responsible for Monitoring:** Multi-Classroom Leaders
Reach Associates
Teacher Residents
Campus Academic Specialist
Principal
Assistant Principal

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

**Funding Sources:** MCL Stipend - 211 Title I, Part A - $17,000

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

**Strategy 4 Details**

**Strategy 4:** Campus leaders improve teachers' capacity for internalizing Eureka reading lessons delivering impactful Tier 1 instruction through targeted professional development and at-bats during planning meetings and biweekly PLCs.

**Strategy's Expected Result/Impact:** Tier 1 instruction (initial instruction) will be effectively planned and executed for individual learning needs of the scholars being served in the class.

**Staff Responsible for Monitoring:** Principal
Assistant Principal
Campus Academic Specialist
3-5 Math Teachers
3rd and 4th Grade Multi-Classroom Leader

**- TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Problem Statements:** Demographics 3 - School Processes & Programs 2

**Funding Sources:** ESC Region IV - 211 Title I, Part A - 6239 - $2,000
Strategy 5 Details

**Strategy 5:** After-school tutoring, Saturday School, and assistance from interventionist will be provided for scholars scoring below 70% or not meeting progress measures on campus, district, and / or state assessments. STAAR Resources, paper and printing supplies will be provided for planning students work after school and on Saturday.

**Strategy's Expected Result/Impact:** Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorials and attendance will be monitored to ensure that students in need of additional support are attending. Demonstrated by the mastery of each standard on the Math BCAs and STAAR Math Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2023 STAAR assessment.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Specialist, Team Leaders and Teachers.

---

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 3:** 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

**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 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 3: By June 2023, 70% of 5th grade students will reach at least Approaches and at least 55% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 5           Approaches-70%, Meets-55%, Masters-30%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: 2023 Science STAAR Results
District level assessments
Campus level assessments
Science Fusion Do Nows and Exit Tickets
Campus data trackers for high yield TEKS

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Campus leaders will coach 3rd-5th science teachers on differentiation and scaffolding using biweekly professional development models during Tier 1 instruction, interventions, and PLCs. The leaders will monitor teacher progress by utilizing Whetstone and calibrate on progress twice a month.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 100% of the science teachers in grade 5 will meet personalized coaching goals and attain the individual scholar growth goals on targeted TEKS.</td>
<td><strong>Oct</strong></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Science Team Lead  
Student Support Specialist  
Campus Academic Specialist  
Principal  
Assistant Principal | | | | |
| - **TEA Priorities:**  
Recruit, support, retain teachers and principals | | | | |
| - **ESF Levers:**  
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Student Learning 1 - School Processes & Programs 1 | | | | |
**Strategy 2 Details**

**Strategy 2**: Science learning labs provided weekly during the ancillary rotation will provide hands on science labs, vocabulary, and reinforcement of high leverage TEKS for grades PK-5. Field trips will be utilized to provide real-world context to content learned.

- **Strategy's Expected Result/Impact**: The supplemental activities provided weekly will close the learning gaps for scholars in Science.
- **Staff Responsible for Monitoring**: Science Team Lead
  - Campus Academic Specialist
  - Student Support Specialist
  - Assistant Principal

- **TEA Priorities**: Recruit, support, retain teachers and principals
- **ESF Levers**: Lever 5: Effective Instruction

**Problem Statements**: Student Learning 1

**Funding Sources**: SISD Transportation - 211 Title I, Part A - 6494 - $5,000, Snacks - 211 Title I, Part A - 6499 - $650

<table>
<thead>
<tr>
<th>Performance Objective 3 Problem Statements:</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Progress Indicators" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Progress Indicators" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Progress Indicators" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Progress Indicators" /></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>School Processes &amp; Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>95% On Track</td>
</tr>
<tr>
<td>Letter Sound Correspondence</td>
<td>95% On Track</td>
</tr>
<tr>
<td>Early Writing</td>
<td>95% On Track</td>
</tr>
</tbody>
</table>

**HB3 Goal**

**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.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 95% of pre-kindergarten scholars will score &quot;on track&quot; as measured by the EOY Circle screener.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Pre-Kindergarten Teachers Instructional Specialist Campus Academic Specialist Assistant Principal Principal</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities: Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers: Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Instructional Specialist .5 - 211 Title I, Part A - $41,950</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** Teachers implementation and daily use of strategic learning centers support the early writing skills with the goal of increasing language development.

**Strategy's Expected Result/Impact:** 95% of PK scholars will reach "On Target" on CLI Engage/CIRCLE by the EYO screener.

**Staff Responsible for Monitoring:** Pre-Kindergarten Teachers
- Instructional Specialist
- Campus Academic Specialist
- Assistant Principal
- Principal

- **TEA Priorities:**
  - Build a foundation of reading and math

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

### Strategy 3 Details

**Strategy 3:** Parents support reading and math skills using Ready Rosie and Frog Street activities to increase literacy skills.

**Strategy's Expected Result/Impact:** 95% of pre-kindergarten scholars will score "on track" as measured by the EYO Circle screener.

**Staff Responsible for Monitoring:** Pre-Kindergarten Teachers
- Instructional Specialist
- Campus Academic Specialist
- Assistant Principal
- Principal

**Title I:**
4.2

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

<table>
<thead>
<tr>
<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

### Performance Objective 4 Problem Statements:

<table>
<thead>
<tr>
<th><strong>Demographics</strong></th>
</tr>
</thead>
</table>
| **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. |

<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <strong>Root Cause:</strong> A lack of professional development in these two areas is a root cause for this concern.</td>
</tr>
</tbody>
</table>
**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 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math                                          95% On Track

HB3 Goal

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.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 95% of PK scholars will reach &quot;On Target&quot; on CLI Engage/CIRCLE in the area of Overall Math by the EOY screener.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Pre-Kindergarten Teachers Instructional Specialist Campus Academic Specialist Assistant Principal Principal</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities: Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 5 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <strong>Root Cause:</strong> A lack of professional development in these two areas is a root cause for this concern.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES—Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 3  72% On/Above (2022) to  92% On/Above (2023)
Grade 4  74% On/Above (2022) to  94% On/Above (2023)
Grade 5  81% On/Above (2022) to  100% On/Above (2023)

**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

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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 in lesson plans and progress monitor scholar's progress on academic deficits identified by MAP data bi-weekly.**</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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.</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Student Support Specialist, ESSER teacher Instructional Coach, and MCL.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td><strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Increase parent and scholar's awareness of MAP by providing a parent informational session. Teachers will work with scholars and parents to teach the academic reading vocabulary related to NWEA testing and scholars will have a greater understanding of MAP testing.

**Strategy's Expected Result/Impact:** Parents and scholars will have a greater understanding of the testing format and purpose a learning academic vocabulary. Scholars will be able to justify their RIT score.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Services, Family Engagement Liaison, and Instructional Coach.

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:** Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

**Strategy 3 Details**

**Strategy 3:** Targeted Support will be provided to the Special Education student group and at-risk population through the implementation of MAP reading interventions and research based instructional strategies. This will be tracked through a focus on our Problem of Practice and the partnership with learning from the Holdsworth Foundation.

**Strategy's Expected Result/Impact:** Special Education and at-risk population will improve mastery by increasing and seeing expected and exceeding growth based on student MAP performance by EOY.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Specialist, ESSER teacher Instructional Coach, and MCL.

**Title I:**

2.6

- **TEA Priorities:** Build a foundation of reading and math

- **ESF Levers:** Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** Staff Travel - 211 Title I, Part A - 6411 - $4,000

**Reviews**

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
</tbody>
</table>

**Performance Objective 6 Problem Statements:**
<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <strong>Root Cause</strong>: A lack of professional development in these two areas is a root cause for this concern.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School Processes &amp; Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Perceptions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG  65% On/Above (2022) to  85% On/Above (2023)
Grade 01   63% On/Above (2022) to  83% On/Above (2023)
Grade 02   52% On/Above (2022) to  72% On/Above (2023)
Grade 03   65% On/Above (2022) to  85% On/Above (2023)
Grade 04   66% On/Above (2022) to  86% On/Above (2023)
Grade 05   81% On/Above (2022) to  100% On/Above (2023)

HB3 Goal

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principal, Student Support Specialist, ESSER teacher Instructional Coach, and MCL.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong>: Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td><strong>ESF Levers</strong>: Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 1 - School Processes &amp; Programs 1</td>
<td></td>
</tr>
</tbody>
</table>

Burchett Elementary
Generated by Plan4Learning.com

Campus #101919119
September 15, 2022 12:54 PM
### Strategy 2 Details

**Strategy 2:** Increase parent and scholar's awareness of MAP by providing a parent informational session. Teachers will work with scholars and parents to teach the academic math vocabulary related to NWEA testing and scholars will have a greater understanding of MAP testing.

**Strategy's Expected Result/Impact:** Parents and scholars will have a greater understanding of the testing format and purpose a learning academic vocabulary. Scholars will be able to justify their RIT score.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Services, Family Engagement Liaison, Instructional Coach and MCL.

**Title I:**

4.2

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** Perceptions 1

### Strategy 3 Details

**Strategy 3:** Targeted Support will be provided to the Special Education student group and at-risk population through the implementation of MAP math interventions and research based instructional strategies.

**Strategy's Expected Result/Impact:** Special Education and at-risk population will improve mastery by increasing and seeing expected and exceeding growth based on student MAP performance by EOY.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Student Support Services, Family Engagement Liaison, Instructional Coach and MCL.

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1

---

### 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.
<table>
<thead>
<tr>
<th><strong>School Processes &amp; Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers of record and special education teachers need to be more structured and intentional when delivering instruction to scholars supported by special education. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Perceptions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Survey data from parents reveal that teacher expectations and feedback limit the overall quality of the school. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

HB3 Goal

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase in teacher effectiveness in Tier 1 instruction and intervention.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Kindergarten - 2nd Grade Teachers</td>
<td></td>
</tr>
<tr>
<td>LL1 Teacher</td>
<td></td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td></td>
</tr>
<tr>
<td>Campus Academic Specialist</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities:</td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Multi-Classroom Leader Stipend for Grade 2 MCL - 211 Title I, Part A - $17,000</td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2 Details

**Strategy 2:** Teachers and interventionists will use mCLASS Intervention and follow the research-based skills progression and use 100% with fidelity the software to analyze scholar's results, form small groups, build engaging lessons for each group, and update skill profiles and groups.

**Strategy’s Expected Result/Impact:** A significant increase in scholar's reading abilities, skills, and fluency. BOY-45% of KG-2 grade scholars will be "on grade level" as measured by mCLASS. MOY-60% of KG-2 grade scholars will be "on grade level" as measured by mCLASS. EOY-75% of KG-2 grade scholars will be "on grade level" as measured by mCLASS.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, reading interventionist, Literacy Coach, and Campus Academic Specialist.

**TEA Priorities:**
Build a foundation of reading and math

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
</tr>
</tbody>
</table>

Strategy 3 Details

**Strategy 3:** The administrative and instructional leadership teams will support teachers in implementing the Amplify and MCLASS. The KG-2 reading interventionist (LLI) will support scholars through in-class small group and /or pull-out small group.

**Strategy’s Expected Result/Impact:** Evidence of implementation will be observed during walkthroughs and observations. BOY-45% of KG-2 grade scholars will be "on grade level" as measured by mCLASS. MOY-60% of KG-2 grade scholars will be "on grade level" as measured by mCLASS. EOY-75% of KG-2 grade scholars will be "on grade level" as measured by mCLASS.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Academic Specialist, Instructional Coaches, Literacy Coach, and Reading Interventionist (LLI).

**TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
</tr>
</tbody>
</table>

Performance Objective 8 Problem Statements:

**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.
**Goal 1:** STUDENT OUTCOMES—Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2023, the campus attendance rate will improve to a minimum of 97%.

2019 rate: 95.6%  
2020 rate: 97.3%  
2021 rate: 95.3%  
2022 rate: 93.4%  
Source: District - Year Over Year Attendance % by School (Decision Ed)

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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 with 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. <strong>Strategy’s Expected Result/Impact:</strong> 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- 96% Quarter 3-97% Quarter 4. <strong>Staff Responsible for Monitoring:</strong> Assistant Principal, Attendance Clerk, and Attendance Committee</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 1: Strong School Leadership and Planning  
**Problem Statements:** Student Learning 2

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Increase and maintain the attendance rate of 98% for students and 95% for staff by providing incentives. Student incentives will include (dance party, popsicle party, pizza party, ice cream sundae party, extra recess, popcorn party, etc.). Staff incentives will include recognition at the faculty meeting and small treats. Students with perfect</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td>Oct</td>
<td>Dec</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attendance will also be recognized at each Burchett's Best assembly.

**Strategy's Expected Result/Impact:** Attendance reports will be analyzed weekly to ensure the goal of 98% for students is met. Attendance rates will improve 1.5% to 98% Quarter 1 - 97% Quarter 2 - 97.18% Quarter 3 - 97.68% Quarter 4 - 98%

**Staff Responsible for Monitoring:** Assistant Principal, Attendance Clerk, and Attendance Committee

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Student Learning 2

---

**Performance Objective 9 Problem Statements:**

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

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

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

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

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The ESSER interventionists and Multi Classroom leaders (MCL) will support teachers and support student subgroups who are identified as at risk, English language learner, special education, and not meeting the safeguards with tutoring.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Scholars will increase overall academic achievement with a minimum of half a year achievement growth.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Student Support Specialist, MCL, and ESSER teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math</td>
<td></td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong> Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Promethean Boards - 199 General Fund - $9,588</td>
<td></td>
</tr>
</tbody>
</table>
Strategy 2 Details

**Strategy 2:** Implement culturally responsive teaching practices that reflect the contributions and perspectives of all people. The Amplify reading curriculum will provide the opportunity for scholars to find relevance for themselves through the lens of dynamic texts with materials that reflect the culture of the classroom, classroom discussions, and digital experiences reflecting different cultures.

**Strategy's Expected Result/Impact:** By incorporating culturally responsive teaching, teachers and students will have the opportunity to build relationships, recognize implicit bias, engage in challenging conversations using habits of Discussion, and incorporating culturally responsive teaching and leadership practice.

**Staff Responsible for Monitoring:** Principal, Instructional Leaders, and Counselor

**Title 1:**
2.5
- **TEA Priorities:**
  Build a foundation of reading and math
- **ESF Levers:**
  Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

---

Strategy 3 Details

**Strategy 3:** Classroom behavior incident reduction by 10%. Campus wide behavior referrals reduce by 10%.

**Strategy's Expected Result/Impact:** Campus will review the offensives quarterly. Quarter 1-3% Quarter 2-6% Quarter 3- 9%

**Staff Responsible for Monitoring:** Assistant Principal
Principal

**TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
  Lever 3: Positive School Culture

**Problem Statements:** Demographics 1, 2

**Funding Sources:** Incentives - PBIS Rewards Program - 199 General Fund - $12,000

---

**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.
<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: 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. <strong>Root Cause</strong>: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Teachers are in need of training in order to scaffold and differentiate instruction for scholars in order to meet individual learning needs. <strong>Root Cause</strong>: A lack of professional development in these two areas is a root cause for this concern.</td>
</tr>
</tbody>
</table>
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Attendance Trackers
Surveys

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong></td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy 1: The Parent Engagement Liaison (PEL) will assist the campus staff with increasing parent involvement to 25% of parents participating in school wide events.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Parent Engagement Liaison (PEL) and Counselor</td>
<td></td>
</tr>
<tr>
<td><strong>Title 1:</strong></td>
<td></td>
</tr>
<tr>
<td>4.1, 4.2</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Perceptions 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Parental Liaison Stipend - 211 Title I, Part A - 6117.PL - $2,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong></td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy 2: Parental Involvement in our PTO will increase to 30% membership for parents and 80% membership from staff. Active participation will include attending meetings and PTO sponsored events that will be scheduled at various times of the day and possibly weekends to meet the needs of the families we serve.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> We will have an increase in parental involvement and volunteers both during school hours and after school hours.</td>
<td></td>
</tr>
<tr>
<td><strong>Title 1:</strong></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 1</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 3 Details**

**Strategy 3:** The Parent Engagement Liaison (PEL) and parent volunteers will receive/attend parent conferences/workshops to build capacity on the latest ESSA mandates. Additionally, learn highly effective evidence-based strategies to enhance family and community engagement in Burchett ES.

**Strategy's Expected Result/Impact:** 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.

**ESF Levers:**
- Lever 1: Strong School Leadership and Planning
- Lever 3: Positive School Culture

**Problem Statements:** Demographics

**Funding Sources:** Parental Involvement Misc - 211 Title I, Part A - 6325.PI - $2,000

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
</tr>
</tbody>
</table>

**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 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 4:** WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

**Evaluation Data Sources:** Attendance Trackers  
Surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **Strategy 1:** 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.  
**Strategy's Expected Result/Impact:** 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.  
**Staff Responsible for Monitoring:** Principal, Counselor, Teachers  
**TEA Priorities:** Improve low-performing schools  
- **ESF Levers:**  
  Lever 3: Positive School Culture  
**Problem Statements:** Demographics 1 - Perceptions 1 | **Formative** | **Summative** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
</tr>
</tbody>
</table>

| Campus #101919119  
September 15, 2022 12:54 PM | 50 of 59 | Generated by Plan4Learning.com |
Strategy 2 Details

Strategy 2: 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 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

Funding Sources: Parent Resources - Books - 199 General Fund - $5,000, Computer/Color Printer/Ink - 199 General Fund - $12,000

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.

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 maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management, homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Attendance Trackers
Responses to Campus Flyer
Surveys
Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: Certificates of Completion
PD portfolio
State Compensatory

Budget for Burchett Elementary

Total SCE Funds: $23,280.00
Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, 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. Campus Improvement Plan

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 I 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 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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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 describe 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 Engagement 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. Targeted Assistance Schools Only
# Campus Funding Summary

## 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Promethean Boards</td>
<td></td>
<td>$9,588.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Incentives - PBIS Rewards Program</td>
<td></td>
<td>$12,000.00</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Computer/Color Printer/Ink</td>
<td></td>
<td>$12,000.00</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Parent Resources - Books</td>
<td></td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

| Sub-Total | $38,588.00 |

| Budgeted Fund Source Amount | $38,588.00 |

| +/- Difference | $0.00 |

## 199 State SCE - State Compensatory Education (PIC)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>General Supplies - paper and pencils</td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>5</td>
<td>Saturday School and After School Tutorials</td>
<td>6399</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>5</td>
<td>Supplies - Pens, pencils, paper, and manipulatives</td>
<td>6112</td>
<td>$1,780.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>5</td>
<td>Tutoring and Saturday School</td>
<td></td>
<td>$7,500.00</td>
</tr>
</tbody>
</table>

| Sub-Total | $23,280.00 |

| Budgeted Fund Source Amount | $23,280.00 |

| +/- Difference | $0.00 |

## 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Campus Academic Specialist</td>
<td></td>
<td>$86,600.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>General Supplies</td>
<td>6399</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Title 1 Tutors for Reading</td>
<td>6112</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Instructional Materials (books/workbooks)</td>
<td>6325</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td>MCL Stipends</td>
<td></td>
<td>$17,000.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Computers/Printers/Ipads</td>
<td></td>
<td>$3,000.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>General Supplies (paper, notebooks)</td>
<td>6399</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Title 1 Tutor - Math</td>
<td></td>
<td>$7,500.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Instructional Materials (Books/Workbooks)</td>
<td>6325</td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>
### 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>MCL Stipend</td>
<td></td>
<td>$17,000.00</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>4</td>
<td>ESC Region IV</td>
<td>6239</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Snacks</td>
<td>6499</td>
<td>$650.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>SISD Transportation</td>
<td>6494</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>Instructional Specialist .5</td>
<td></td>
<td>$41,950.00</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>3</td>
<td>Staff Travel</td>
<td>6411</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>1</td>
<td>Multi-Classroom Leader Stipend for Grade 2 MCL</td>
<td></td>
<td>$17,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Parental Liaison Stipend</td>
<td>6117.PI</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>Parental Involvement Misc</td>
<td>6325.PI</td>
<td>$2,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $218,200.00

**Budgeted Fund Source Amount** $218,200.00

**+- Difference** $0.00

### 263 Title III, LEP

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>ESL Supplemental Resources</td>
<td></td>
<td>$2,387.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $2,387.00

**Budgeted Fund Source Amount** $2,387.00

**+- Difference** $0.00

**Grand Total Budgeted** $282,455.00

**Grand Total Spent** $282,455.00

**+- Difference** $0.00