Spring Independent School District

Burchett Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021
Mission Statement

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

Vision

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

Core Beliefs

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

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.
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Demographics

Demographics Summary

Burchett Elementary School made its debut in 2005 and is a sixteen-year old, PK-5th grade Title I campus, in the Spring Independent School District located in Spring, TX. The campus is located in the eastern part of the district and is surrounded by housing communities and family-friendly neighborhoods. Nine school buses currently serve our campus daily to transport our scholars to and from school, and a small population of scholars, who live close enough to Burchett, are able to walk to school. One major addition to our school district is the new Planet Ford Stadium located 5 minutes down Cypresswood that was constructed to meet the needs of our ever-growing district.

In June 2021, we ended the year with a total enrollment of 680 scholars. The construction of new homes in our attendance area is continuing, so we anticipate our campus will steadily grow during this school year. Currently, we have plenty of room for the growth to meet the needs of our ever-changing scholar population. With this being said, we strive for excellence in all we do and celebrate our diverse scholars and staff. Our Burchett community consists of a scholar population that includes a Pacific Islander population of 3.7%, and Asian population of 0.7%, an African American population of 33.7%, a Hispanic population of 44.9%, two or more identified races of 3.4%, and a White population of 13.7% with our African American and Hispanic populations showing the fastest growth. In addition, we are a Title 1 designated campus with 84.9% of our scholar population currently identified as being economically disadvantaged. Also, 21% of our scholar population is identified as English Learners (LEP), with 14.1% of that population being served in our bilingual program and 10.4% of our scholars being served in our Special Education program. With such a diverse scholar population, we strive daily to improve our practices to meet the needs of every scholar learner.

The last published mobility rate of 19.5% for Burchett Elementary is below the district average of 22.9% but higher than the state average of 15.3%. The latest information gleaned from research in our district shows that scholars move from school to school within our district at a high rate indicating a need for a truly aligned curriculum within the schools to ensure the learning is fluid from campus to campus.

Attendance rates were within our normal range at the end of the year, in spite of COVID and our transition to both remote and in-person learning. Attendance rates have traditionally been higher than that of the district and the state with the latest TAPR report indicating an attendance rate of 95.7% as compared to 93.6% in Spring ISD and 95.4% at the state level. Currently, our attendance rate was 95.5% at the end of this school year.

Burchett Elementary School employs a high-quality, talented teaching and support staff. In addition, Burchett Elementary is fortunate to have a staff that closely mirrors the student groups with regards to race and ethnicity, with 33.4% of teachers being African American, 20.8% of teachers being Hispanic, 39.5% of teachers being white. Among the Administrative and Instructional leadership teams, 37.5% are African American, 25% are Hispanic, and 37.5% are White. The turnover rate among our staff is low because the staff love working at Burchett Elementary. However, the campus frequently has new employee due to the fast growth and a desire to teach closer to home. Therefore, the need for a strong mentoring and support process is in a top priority for this school year. The latest TAPR report indicates that most teachers, 35.3%, at Burchett Elementary have between 11-20 years of experience in the classroom. The next largest group are teachers, 25.1%, with 6-10 years of experience. In addition, many members of our teaching staff, 21.1%, hold Masters level degrees. We host 1-2 student teachers from local universities each school year, and all report that Burchett is a welcoming and supportive place to student teach.

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

1. Many families move into our area for the ability to attend schools in Spring ISD. Because our families value education, we have many supportive parents and scholars who are committed to both academic and behavioral success.

2. Our attendance rate continues to be stable and higher than the overall average in the district indicating that we are striving to meet the needs of our parents and scholars.

3. No scholars withdrew during 2020-2021 because they were unhappy with our campus. The majority relocated due to the pandemic and changes in family dynamics.

4. Scholars at Burchett Elementary are very accepting of new scholars regardless of race or ethnicity. The welcome to campus includes being introduced to the administrative staff, both parents and scholars being walked to their first class, and a warm welcome from the teacher and the scholars.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 2:** The student attendance rate for 2020-2021 is at 95.5% and does not meet the district goal of 98% **Root Cause:** The internal campus system of accountability for attendance for both teachers and the attendance clerk needs to be implemented with fidelity and monitored regularly to ensure we are accurately addressing attendance concerns.

**Problem Statement 3 (Prioritized):** Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.
Scholar learning was challenging to assess during the 2020-2021 school year. The Campus Improvement Committee and the Instructional Leadership team met virtually and considered a variety of student academic achievement information and data, including campus based assessments, past STAAR scores and teacher perception information. The committee analyzed differences between student groups (Special Education and English Learners) and all grade levels. The committee also compared student achievement at the end of 2019 with what information was available at the end of 2020. As much as possible, the information was disaggregated by student groups, including: gifted/talented, ELs, at-risk, and scholars being served in special education. The summary data listed below includes information that represents the committees' most significant findings. When formal data was not available, the committee leaned on anecdotal information and perceptual data from teachers.

Here is a summary of the 2018 and 2019 STAAR All Students Scores for insight into the Pre-Covid analysis of scholar performance:

<table>
<thead>
<tr>
<th>2019 STAAR ALL STUDENTS</th>
<th>APPROACHES Grade Level Performance</th>
<th>MEETS Grade Level Performance</th>
<th>MASTERS Grade Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading</td>
<td>71%</td>
<td>35%</td>
<td>18%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>63%</td>
<td>37%</td>
<td>14%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>76%</td>
<td>52%</td>
<td>22%</td>
</tr>
<tr>
<td>3rd Math</td>
<td>74%</td>
<td>51%</td>
<td>22%</td>
</tr>
<tr>
<td>4th Math</td>
<td>65%</td>
<td>35%</td>
<td>16%</td>
</tr>
<tr>
<td>5th Math</td>
<td>92%</td>
<td>61%</td>
<td>41%</td>
</tr>
<tr>
<td>4th Writing</td>
<td>54%</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>5th Science</td>
<td>71%</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**READING**

<table>
<thead>
<tr>
<th>STAAR READING - MEETS</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>4th</td>
<td>34%</td>
<td>37%</td>
</tr>
<tr>
<td>5th</td>
<td>47%</td>
<td>52%</td>
</tr>
</tbody>
</table>

**MATH**

<table>
<thead>
<tr>
<th>STAAR MATH - MEETS</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>29%</td>
<td>51%</td>
</tr>
<tr>
<td>4th</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>5th</td>
<td>45%</td>
<td>61%</td>
</tr>
</tbody>
</table>

**WRITING**
### STAAR WRITING - MEETS

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>4TH</td>
<td>28%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th>STAAR SCIENCE - MEETS</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>5TH</td>
<td>25%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Here is a summary of the 2021 STAAR All Students Scores for insight into the Covid analysis with the dual learning environments for scholar performance:

<table>
<thead>
<tr>
<th>2021 STAAR ALL STUDENTS</th>
<th>APPROACHES Grade Level Performance</th>
<th>MEETS Grade Level Performance</th>
<th>MASTERS Grade Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Reading</td>
<td>60%</td>
<td>32%</td>
<td>16%</td>
</tr>
<tr>
<td>4th Reading</td>
<td>54%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>5th Reading</td>
<td>68%</td>
<td>46%</td>
<td>37%</td>
</tr>
<tr>
<td>3rd Math</td>
<td>62%</td>
<td>29%</td>
<td>20%</td>
</tr>
<tr>
<td>4th Math</td>
<td>54%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>5th Math</td>
<td>66%</td>
<td>43%</td>
<td>19%</td>
</tr>
<tr>
<td>4th Writing</td>
<td>46%</td>
<td>20%</td>
<td>6%</td>
</tr>
<tr>
<td>5th Science</td>
<td>49%</td>
<td>16%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### READING

<table>
<thead>
<tr>
<th>STAAR Reading - MEETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>32%</td>
</tr>
<tr>
<td>4TH</td>
<td>29%</td>
</tr>
<tr>
<td>5TH</td>
<td>46%</td>
</tr>
</tbody>
</table>

An overall analysis of scores for scholar groups at each grade level in READING for 2019 and 2021 revealed the following:

- English Learner (EL) scores are higher in all three grade levels. 90% of the current EL scholars in 3rd grade in 2019 scored Approaches as compared with 71% of the non-EL scholars scoring Approaches and 45% scored Meets as compared with 32% of the non-EL scholars. 73% of the current EL scholars in 4th grade in 2019 scored Approaches as compared with 63% of the non-EL scholars scoring Approaches and 41% scored Meets as compared with 37% of the non-EL scholars. 88% of the current EL scholars in 5th grade in 2019 scored Approaches as compared with 76% of the non-EL scholars scoring Approaches and 64% scored Meets as compared with 52% of the non-EL scholars.

- English Learner (EL) scores at the Masters Level were lower in 3rd and 4th grade, but 5th scored higher at this level. The breakdown of the data shows that the Bilingual scholars are a cause of much of the success experienced leading to a need to focus on the ESL scholars in the general education setting. The Special Education (SpEd) scores show the greatest variance of all student groups among grade level performance. 33% of 5th grade SpEd scored Approaches and 22% Meets as compared with 76% of non-SpEd scored Approaches and 52% scored Meets. 50% of 4th grade SpEd scored Approaches and 36% Meets as compared with 63% of non-SpEd scored Approaches and 37% scored Meets. 78% of 3rd grade SpEd scored Approaches and 33% Meets as compared with 71% of non-SpEd scored Approaches and 35% scored Meets. All three groups (Approaches, Meets, and Masters) are equal to
state scores and comparable other elementary schools in our district, but continue to consistently perform lower than other student groups.

- African American scholars scores are consistently low at all three grade levels with some higher level performance noted in 3rd grade. A little over 58% of the current African American scholars at each grade level scored Approaches as compared with 70% of the non-African American scholars.
- The data for the 2020-2021 school year shows consistent performance when compared EL learners continue to show slightly higher performance due to the bilingual population, but consistently show lower performance among ESL leaners.
- In 2021, at the Meets level, data for EL learners show that grades 3-5 contained 61 scholars, who when combined, scored 68.85% Approaches, 45.9% Meets, and 27.87% at the Masters Level.
- In 2021, African American scholars, scored 27% meets as compared with 36% meets of non-African American scholars. African American scholars continue to show lower performance across all three grade levels.

**MATH**

<table>
<thead>
<tr>
<th>STAAR Math - MEETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>29%</td>
</tr>
<tr>
<td>4TH</td>
<td>24%</td>
</tr>
<tr>
<td>5TH</td>
<td>43%</td>
</tr>
</tbody>
</table>

An overall analysis of scores for scholar groups at each grade level in MATH for 2019 and 2020 revealed the following:

- English Learner (EL) scores are higher in all three grade levels. 90% of the current EL scholars in 3rd grade in 2019 scored Approaches as compared with 74% of the non-EL scholars scoring Approaches and 55% scored Meets as compared with 51% of the non-EL scholars. 77% of the current EL scholars in 4th grade in 2019 scored Approaches as compared with 65% of the non-EL scholars scoring Approaches and 23% scored Meets as compared with 35% of the non-EL scholars. This shows a decrease in Math scores at the Meets level. 96% of the current EL scholars in 5th grade in 2019 scored Approaches as compared with 92% of the non-EL scholars scoring Approaches and 76% scored Meets as compared with 61% of the non-EL scholars.
- The Special Education (SpEd) Math scores show the greatest improvement of all student groups with scholars. 100% of 5th grade SpEd scored Approaches and 44% Meets as compared with 92% of non-SpEd scored Approaches and 61% scored Meets. 50% of 4th grade SpEd scored Approaches and 36% Meets as compared with 65% of non-SpEd scored Approaches and 35% scored Meets. 89% of 3rd grade SpEd scored Approaches and 78% Meets as compared with 74% of non-SpEd scored Approaches and 51% scored Meets. All three groups (Approaches, Meets, and Masters) outperformed or were comparable to state scores at the Approaches level, but fell slightly short at the Meets and Masters levels overall.
- African American scholars scores are consistently low at all three grade levels with some higher level performance noted in 5th grade. A little over 53% of the current African American scholars at each grade level scored Approaches as compared with 77% of the non-African American scholars.
- In 2021, at the Meets level, data for EL learners show that grades 3-5 contained 62 scholars, who when combined, scored 68.85% Approaches, 45.9% Meets, and 27% at the Masters Level.
- In 2021, at the Meets level for scholars in Special Education learners show that grades 3-5 contained 22 scholars, who when combined, scored 1% Approaches, 0% Meets, and 0% Masters.
- In 2021, African American scholars, scored 21% meets as compared with 35% meets of non-African American scholars. African American scholars continue to show lower performance across all three grade levels.

**WRITING**

<table>
<thead>
<tr>
<th>STAAR Writing - MEETS</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>20%</td>
</tr>
</tbody>
</table>
In 2021, at the Meets level, data for EL learners show that grades 3-5 contained 14 scholars, who when combined, scored 43% Approaches, 28% Meets, and 7% at the Masters Level.

In 2021, at the Meets level for scholars in Special Education learners show that grades 3-5 contained 6 scholars, who when combined, scored 0% Approaches, 0% Meets, and 0% Masters.

In 2021, African American scholars, scored 6% meets as compared with 14% meets of non-African American scholars. African American scholars continue to show lower performance across all three grade levels.

### Science

<table>
<thead>
<tr>
<th>STAAR Science - Meets</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>16%</td>
</tr>
</tbody>
</table>

Early learning foundation was challenging to assess during the 2020-2021 school year. The Campus Improvement Committee and the Instructional Leadership team met virtually and used Circle Assessment in Pre-K and TPRI/Tejas Lee to gather student academic achievement information and data.

### Early Learning Reading - Pre-K-Circle

<table>
<thead>
<tr>
<th>Reading Letter Sound Correspondence</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Awareness</td>
<td>83%</td>
</tr>
<tr>
<td>Early Writing</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spanish-Reading Letter Sound Correspondence</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish-Phonological Awareness</td>
<td>100%</td>
</tr>
<tr>
<td>Spanish-Early Writing</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

In 2021, Pre-Kindergarten scholars meet their goal by performing above 80% at the end of the year Circle assessment in the early reading skill sets. English scholars performed 10% higher in early writing skills than non-English learners.

### Early Learning Math - Pre-K-Circle

<table>
<thead>
<tr>
<th>English-Math</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.7%</td>
<td></td>
</tr>
</tbody>
</table>
In 2021, Pre-Kindergarten scholars meet their goal by performing above 89% at the end of the year Circle assessment in the early math skill sets.

<table>
<thead>
<tr>
<th>Early Learning TPRI/Tejas Lee-Kindergarten</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPRI (Listening Comprehension) and Tejas Lee (Comprensión auditiva)</td>
<td>83%</td>
</tr>
</tbody>
</table>

In 2021, 83% of KG students have mastered EOY TPRI (Listening Comprehension) and Tejas Lee (Comprensión auditiva) combined with a score of DEVELOPED (D).

**Student Learning Strengths**

- In 2021, the reading scores in grades 3rd and 5th showed a slight improvement in the meets level compared to 2019 meets scores. Third grade reading improved by 1%. The score increased from 31% to 32% of all scholars. Fifth grade reading improved by 3%. The score increased from 27% to 30%.
- Scholar performance in 4th grade Writing stayed the same at the meets level in 2021. However in the masters level, 4th grade scholars outperformed by 1% compared to 2019 master level in writing. The master level increased from 4% masters to 5% masters for all scholars.
- In 2021 STAAR assessment, 3rd grade SLA reading scored 44% meets which was 15 percentage points above the district at the meets level.
- In 2021 STAAR assessment, 5th grade Reading and Math scored above 40% on meets which was slightly over 13 percentage points more than the district at meets level.
- In 2021 STAAR assessment, all grades and subjects 3-5 scored above the district in the meets level.
- In Early Learning Reading, both Pre-Kindergarten and Kindergarten scholars meet their goal by performing above 80% at the end of the year Circle, TPRI, and Tejas Lee assessments in the early reading skill sets.
- In Early Learning Math, Pre-Kindergarten meet their goal by performing above 80% at the end of the year Circle assessment in early math skill sets.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The overall science performance in 5th grade decreased from 43% Meets to 16% Meets. **Root Cause:** A lack of a concentrated focus on experiments and practical application.
Problem Statement 2 (Prioritized): Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

Problem Statement 3: The overall writing performance in 4th grade remained the same at 20% Meets. **Root Cause:** Teachers need additional training on best practices in writing.
School Processes & Programs

School Processes & Programs Summary

Burchett Elementary is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet weekly with the instructional coaches to plan and prepare effective lessons. During those meetings, multiple sources of data are analyzed and utilized to ensure that lessons are being created based on scholars’ academic performance. The curriculum and assessments are guided by the district's scope and sequence which is aligned to state standards. In addition, teachers utilize the unit guides, checkpoint and benchmark blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), instructional framework, and the curriculum overview.

In order to attract and retain highly qualified staff, an extensive array of professional development trainings are provided within the district and on campus. Members of the leadership staff attend job fairs throughout the year to recruit highly qualified teachers. To complement these recruiting efforts, Spring ISD offers a highly competitive salary to attract and retain teachers. Hard to staff positions, such as bilingual teachers, receive a stipend.

At Burchett Elementary, there are 71 staff members on the roster and only 3 staff members are planning not to return for the 2021-2022 school year. This low attrition rate can be attributed to the family-oriented environment and the positive, collaborative culture established by the staff members at Burchett. All teachers support and assist one another in ensuring that the needs of the students are a top priority. Intervention time occurs at all grade levels to ensure that all scholars receive additional assistance. WIN (Whatever is Necessary) Intervention groups are established based on the academic performance on each assessment or exit ticket. Teachers use this time to work one on one and in small groups with identified scholars.

To help develop and coach teachers, all teachers who are new to the campus receive a mentor or buddy. The purpose of the mentoring program is to ensure the success of the teachers and scholars. When teachers feel supported, retention levels increase. Teachers with less than one year experience receive a mentor, a week of on-boarding at the new teacher academy, orientation on their home campus, weekly collaborative PLC meetings with their team, weekly team meetings, and other professional development opportunities. All teachers, especially novice teachers, have reported feeling supported and coached at Burchett.

School Processes & Programs Strengths

- Data-driven decisions are made weekly during PLC meetings to address the needs of all students.
- Title I funds are allocated to hire retired teachers as part-time interventionists that provide extra support for Tier II and Tier III students.
- Title I funds are allocated to retrain a Campus Academic Specialist to provide coaching and instructional support to staff.
- Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.
- Weekly team planning sessions occur with the instructional coach to assist teachers in designing effective lessons.
- Low teacher attrition rate/ability to retain HQ teachers provides stability to the Burchett community.
- District funds are allocated for a Student Support Specialist that will serve as an interventionist to support and monitor students in RtI. This individual will also conduct campus decision point meetings every six weeks to monitor the progress of students receiving RtI interventions.
- The district funded Digital Learning Coach - Reading will support Pre-K through 5th-grade teachers with instructional needs.
- The district funded Instructional Specialist will support pre-k through 2nd grade teachers with instructional needs.
- All staff members are will be trained to implement CHAMPS and Teach Like a Champion strategies.
- The Campus Advisory Team meets three to four times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.
- The Leadership Team meets weekly to discuss teacher performance, student data, and campus concerns/needs.
- The Rigor/Relevance framework will be utilized to improve high-level questioning, learning connections, and academic discussions.
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. Root Cause: Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.

Problem Statement 2: WOW (Intervention) groups were inconsistently established and not based on the academic performance on each assessment or exit ticket consistently. Root Cause: Administrators and the Student Support Specialist failed to monitor and support WIN time daily with fidelity.

Problem Statement 3: Increased understanding of the TEKS during PLC did not lead to more effective initial instruction. Root Cause: Lack of opportunity for teachers to receive feedback during At-Bat PLC before delivering instruction to scholars.

Problem Statement 4 (Prioritized): Campus instruction is at the emerging level of rigorous and relevant instruction for all scholars. Root Cause: Continued guidance, coaching, and training for teachers are needed for teachers, coaches, and administrators in planning and delivery of rigorous and relevant instruction for all scholars.
Perceptions

Perceptions Summary

Burchett Elementary follows the core beliefs of Spring ISD, which are: reach every student, excellence in every school, high performance from every employee, opportunity and choice for every family, and engage stakeholders in every community. In an effort to support the district's core beliefs, the Burchett community strives for scholars to excel academically and act responsibly displaying good citizenship in a positive environment.

The campus follows the guidelines of CHAMPS, a district initiative to increase positive student interactions. By utilizing CHAMPS, expectations are clearly communicated to scholars and staff members. Overall, the campus has effectively implemented CHAMPS school-wide, which contributes to the overall safe and welcoming environment that fosters mutual respect among scholars, staff, and parents. The CHAMPS philosophy is taught to all scholars. As a result, scholars are treated with dignity and respect, taught the skills and behaviors needed for success, and motivated and encouraged through positive interactions. Research shows that building relationships with students reduces power struggles and behavior challenges. The staff at Burchett Elementary strives to build positive, meaningful relationships that promote healthy decision making and where misbehavior is viewed as a teaching opportunity.

During the in-service week, teachers will receive an in-depth training on the CHAMPS model. This training will provide teachers with concrete, specific, and actionable teaching techniques that will increase student engagement and close the academic achievement gaps. The campus and district will focus on the following The SpringWay strategies and implementation of the Teach Like a Champion concepts for the 2021-2022 school year: Board Configurations, Do Now, Empowered Learning (Gradual Release), Exit Tickets, Threshold, What to Do, Strong Start, Do Now, What to do, Strong Voice, Strong Start, Aggressive Monitoring, Data Driven Action Planning, (DDAP), 100%, Narrate the Positive, Cold Call, No Opt Out, and Habits of Discussion.

In reviewing the discipline record for the last two years, office referrals remain low resulting in scholars remaining in classrooms instead of being sent out for discipline. As a result of discipline being controlled, it helps the campus focus primarily on scholar achievement. The campus has remained constant with no referrals to DAEP, and anti-bullying programs are in place to assist students with preventive measures. Professional development, CHAMPS implementation, and character education classes from the counselor will continue to be successful and will be evaluated each year. Burchett Elementary has been officially registered as a No Place for Hate.

Burchett elementary has created a welcoming and safe school environment for scholars, staff, and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve. Our current parent liaison works diligently to ensure that there are several opportunities for parents to participate in activities in the virtual environment. Burchett elementary provides printed material in English and Spanish as well as translators for school events to ensure that our Spanish speaking community members feel informed. We strive to ensure that our routines are strategically planned and procedures are consistent to ensure safety and order.

Perceptions Strengths

Burchett Elementary celebrates these strengths:

- Discipline data confirms that the campus's restorative practices program is working well.
- CHAMPS training and implementation is improving scholar behavior and peer to peer interactions.
- Teach Like a Champion and The SpringWay strategies that require Board configurations, Do Nows, and Exit Tickets are in place campus wide.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Participation at the virtual parent events was low based on sign-in sheets. Root Cause: We did not survey nor seek feedback and input from families.

Burchett Elementary
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about their preferences for best times to schedule meetings.

Problem Statement 2 (Prioritized): The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity. Root Cause: The administrative and coaching staff failed to train and monitor these techniques with fidelity.

Problem Statement 3 (Prioritized): Parents did not have strategies to partner with the campus to improve student achievement and attendance. Root Cause: Lack of opportunity to collaborate with teachers and administrators.

Problem Statement 4 (Prioritized): Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. Root Cause: Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.
Priority Problem Statements

**Problem Statement 1**: Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing.

**Root Cause 1**: Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science.

**Root Cause 2**: Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: The overall science performance in 5th grade decreased from 43% Meets to 16% Meets.

**Root Cause 3**: A lack of a concentrated focus on experiments and practical application.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars.

**Root Cause 4**: Teachers need additional training on how to implement the curriculum with fidelity.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom.

**Root Cause 5**: Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.

**Problem Statement 5 Areas**: School Processes & Programs

**Problem Statement 6**: The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity.

**Root Cause 6**: The administrative and coaching staff failed to train and monitor these techniques with fidelity.

**Problem Statement 6 Areas**: Perceptions

**Problem Statement 7**: Campus instruction is at the emerging level of rigorous and relevant instruction for all scholars.

**Root Cause 7**: Continued guidance, coaching, and training for teachers are needed for teachers, coaches, and administrators in planning and delivery of rigorous and relevant instruction for all scholars.

**Problem Statement 7 Areas**: School Processes & Programs
**Problem Statement 8**: Parents did not have strategies to partner with the campus to improve student achievement and attendance.

**Root Cause 8**: Lack of opportunity to collaborate with teachers and administrators.

**Problem Statement 8 Areas**: Perceptions

**Problem Statement 9**: Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year.

**Root Cause 9**: Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.

**Problem Statement 9 Areas**: Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Federal Report Card Data

**Student Data: Assessments**
- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
• TTESS 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 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Burchett Campus Formative Assessments (CFAs)
Exit Tickets
District Formative Assessments (DFAs)
Nine-Weeks grade reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the SpringWay coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Assessment data from reading checkpoints and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made based on scholar data to maintain a score of 70% or above.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coaches, and Team Leaders</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2 - School Processes &amp; Programs 1</td>
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</tbody>
</table>
### Strategy 2 Details

**Strategy**: All K-3 teachers, literacy specialists, principal, and assistant principals will attend professional development with a focus on the Science of Teaching Reading and have job-embedded coaching throughout the year.

**Strategy's Expected Result/Impact**: Teachers, coaches, and principals will increase knowledge and implementation of evidence-based reading practices to positively impact student literacy achievement with a focus on English Learners (ELs), students with special needs, and students receiving tiered interventions.

M-Class BOY, MOY, and EOY results will be used in Kindergarten through second grade to monitor progress towards at least 44% of students reading at an equivalent of Meets Grade Level Expectations. At each formative review in November, January, and March, a 2-3% increase from the baseline will be expected.

**Staff Responsible for Monitoring**: Principal, Assistant Principal, Campus Academic Specialist, Instructional Specialists, Coaches, Team Leads, and Teachers

**Title I Schoolwide Elements**: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF

**Levers**: Lever 5: Effective Instruction

**Problem Statements**: Student Learning 2 - School Processes & Programs

**Funding Sources**: Campus Academic Specialist - 211 Title I, Part A - $81,200, Touch Screen Devices ie, i pad or kindle with reading capabilities - 263 Title III, LEP - $16,694, Amplify mClass Intervention Kit Grades K-3 - 211 Title I, Part A - $4,300, Instructional Specialist - 211 Title I, Part A - $37,000


### Strategy 3 Details

**Strategy**: 100% implementation of the new Amplify ELAR/SLAR curriculum and its components with fidelity in order to raise reading performance and close instructional gaps for each individual scholar.

**Strategy's Expected Result/Impact**: Teacher's instructional capacity will improve meets levels on the Reading BCAs and Reading STAAR test. Implementation of Amplify ELAR/SLAR will increase the Meets level by 50% Fall Semester, 65% Spring Semester, and 80% Meets on 2022 STAAR assessment.

**Staff Responsible for Monitoring**: Campus Academic Specialist, Literacy Coach, instructional interventionist, and Student Support Specialist.

**Title I Schoolwide Elements**: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF


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

**Funding Sources**: ReadingTutor - 211 Title I, Part A - $10,000, Supplies - Copy paper, white boards, Expo Markers, Pencils, and Ziploc Bags, - 211 Title I, Part A - $1,000, Promethean Boards (2) - 211 Title I, Part A - $19,515
**Strategy 4 Details**

**Strategy 4:** To engender teacher learning and build capacity, coaching and feedback model will be utilized to determine and evaluate the impact. Giving Effective Feedback: See It, Name it, Do it Protocol will be used help teachers set strategic and differentiated goals to enhance student learning outcomes.

**Strategy's Expected Result/Impact:** Teachers' instructional capacity will improve. Demonstrated by the mastery of each standard. on the Reading BCAs and Reading Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2022 STAAR assessment.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Academic Specialist, and Instructional specialist, and Literacy coach.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals


**Problem Statements:** School Processes & Programs

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**Strategy 5 Details**

**Strategy 5:** The ESSER reading 3-5 interventionist will have a reading class composed of scholars who did not meet the standard of approaches grade level on the STAAR and not on grade level for MAP.

**Strategy's Expected Result/Impact:** At MOY, scholars must show a minimum of a half a year's growth in MAP reading.

All scholars must achieve approaches grade level or higher on the 21-22 STAAR reading.

Growth must be shown on targeted TEKS from BOY interim/benchmark to MOY interim/benchmark to STAAR.

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, ESSER Teacher

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3 - Perceptions 2

**Funding Sources:** Amplify mClass Intervention Kit Grades 4-6 - 211 Title I, Part A - $1,365
### Strategy 6 Details

**Strategy 6:** 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. Teachers will use Mentoring Minds, Think Up, Reading. 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 Reading Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2022 STAAR assessment.

**Staff Responsible for Monitoring:** Student Support Specialist
Campus Academic Specialist
Assistant Principal

**Title I Schoolwide Elements:** 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3

**Funding Sources:** Tutoring - 199 State SCE - State Compensatory Education (PIC - 1992111192458 - $4,000)

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<tr>
<th>Performance Objective 1 Problem Statements:</th>
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#### Demographics

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 3:** Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

#### Student Learning

**Problem Statement 2:** Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

#### School Processes & Programs

**Problem Statement 1:** Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. **Root Cause:** Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.
Perceptions

**Problem Statement 2:** The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity. **Root Cause:**
The administrative and coaching staff failed to train and monitor these techniques with fidelity.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Burchett Campus Formative Assessments (CFAs)
Exit Tickets
District Formative Assessments (DFAs)
Nine weeks grade reports

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<td><strong>Strategy 1:</strong> In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the SpringWay coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers will increase their capacity for planning, lesson delivery, and analyzing data which will result in gains in scholar performance. 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 2022 STAAR assessment.</td>
<td>Formative</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principals, Instructional Coaches, and Team Leads</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</td>
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<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 1 - Perceptions 2</td>
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<tr>
<td><strong>Funding Sources:</strong> Math Tutor - 211 Title I, Part A - $20,000</td>
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<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> The Administrative and Instructional teams will plan with the pre-kindergarten through 5th grade teachers to ensure the district math curriculum Eureka is aligned across grade levels with 100% implemented with fidelity.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The teachers will gain a deeper understanding of math standards, in analyzing data, and adjusting lesson delivery. As a result, math performance in prekindergarten through 5th grade will increase. 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 2022 STAAR assessment.</td>
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<tr>
<td><strong>Problem Statements:</strong> Perceptions 2</td>
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Burchett Elementary
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Campus #101919119
September 10, 2021 2:58 PM
**Strategy 3 Details**

**Strategy 3:** 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. Teachers will use Mentoring Minds, Think Up, Math. 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 2022 STAAR assessment.

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

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Problem Statements:** Perceptions 2

**Funding Sources:**
- Extra Duty Stipend - Locally Defined - Tutoring - 199 State SCE - State Compensatory Education (PIC - 1192111192458 - 6118 - $4,000)
- General Supplies - Copy Paper, Manipulatives - counters, base-ten blocks, and fraction pieces - 199 State SCE - State Compensatory Education (PIC - 1992111192458 - 6399 - $1,800)
- Transportation - 199 State SCE - State Compensatory Education (PIC - 1992111192458 - 6494 - $1,500)

**Strategy 4 Details**

**Strategy 4:** All math teachers will implement Talk. Read. Talk. Write; Marzano's 6 steps to Vocabulary and Habits of Discussions a part of the Literacy Across Content Areas. All teachers will attend an initial summer training and monthly continued professional development that includes artifacts review and strategy plans.

**Strategy's Expected Result/Impact:** 100% of teachers will attend professional development as evidenced by their professional development portfolio. Literacy across the content walks (using the learning walk protocol) will reflect 100% Implementation: Talk, Read, Write, Marzano's 6 steps to Vocabulary, and Habits of Discussion. 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 2022 STAAR assessment.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, campus academic specialist, math coach, and instructional specialist.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

**Problem Statements:** Perceptions 2
**Strategy 5 Details**

**Strategy 5:** The ESSER math 3-5 interventionist will have a math class composed of scholars who did not meet the standard of approaches grade level on the STAAR and not on grade level for MAP.

**Strategy's Expected Result/Impact:** At MOY, scholars must show a minimum of a half a year's growth in MAP math.

All scholars must achieve approaches grade level or higher on the 21-22 STAAR math.

Growth must be shown on targeted TEKS from BOY interim/benchmark to MOY interim/benchmark to STAAR.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Campus Academic Specialist

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1, 3

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**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 3:** Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**School Processes & Programs**

**Problem Statement 1:** Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. **Root Cause:** Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.

**Perceptions**

**Problem Statement 2:** The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity. **Root Cause:** The administrative and coaching staff failed to train and monitor these techniques with fidelity.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

**Evaluation Data Sources:** Burchett Campus Formative Assessments (CFAs)
- Exit Tickets
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<td><strong>Strategy 1:</strong> Academic performance will be monitored through bi-weekly assessments, exit tickets, checkpoints, benchmarks and STAAR.</td>
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<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Scholar performance will be monitored and academic performance will improve.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, and Instructional Coach</td>
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<tr>
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<td><strong>Strategy 2:</strong> To increase science performance throughout the campus, teachers will create rigorous lessons that are aligned with the state standards and participate in a school-wide Science Fair to increase awareness, knowledge of science ideas, concepts, and theories. The Science Fair will promote vertical and horizontal alignment of the science curriculum within the school climate.</td>
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<td><strong>Strategy’s Expected Result/Impact:</strong> A pre and post survey of the effects of Science fair on student's knowledge of scientific inquiry and interest in Science will be given to scholars determine the impact of learning. Demonstrated by the mastery of each standard on the Science BCAs and STAAR Science Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2022 STAAR assessment.</td>
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<td><strong>Problem Statements:</strong> Student Learning 1</td>
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### Strategy 3 Details

Strategy 3: All Science teachers will implement Talk. Read. Talk. Write; Marzano's 6 steps to Vocabulary and Habits of Discussions a part of the Literacy Across Content Areas. All teachers will attend an initial summer training and monthly continued professional development that includes artifacts review and strategy plans.

**Strategy's Expected Result/Impact:** 100% of teachers will attend professional development as evidenced by their professional development portfolio. Literacy across the content walks (using the learning walk protocol) will reflect 100% Implementation: Talk, Read, Write, Marzano's 6 steps to Vocabulary, and Habits of Discussion. Demonstrated by the mastery of each standard. on the Science BCAs and STAAR Science Scores at 50% Meets Fall Semester, 65% Meets Spring Semester, and 80% Meets on 2022 STAAR assessment.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, campus academic specialist, math coach, literacy coach, and instructional specialist.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 2 - Perceptions 2

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** The overall science performance in 5th grade decreased from 43% Meets to 16% Meets. **Root Cause:** A lack of a concentrated focus on experiments and practical application.

**Problem Statement 2:** Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

#### School Processes & Programs

**Problem Statement 1:** Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. **Root Cause:** Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.

#### Perceptions

**Problem Statement 2:** The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity. **Root Cause:** The administrative and coaching staff failed to train and monitor these techniques with fidelity.

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<table>
<thead>
<tr>
<th>Performance Objective</th>
<th>Problem Statement</th>
<th>Root Cause</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Problem Statement 1</td>
<td>A lack of a concentrated focus on experiments and practical application.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Problem Statement 2</td>
<td>Teachers need additional training on how to implement the curriculum with fidelity.</td>
<td>-</td>
</tr>
<tr>
<td><strong>School Processes &amp; Programs</strong></td>
<td>Problem Statement 1</td>
<td>Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Problem Statement 2</td>
<td>The administrative and coaching staff failed to train and monitor these techniques with fidelity.</td>
<td>-</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2022 (Wave 3), 90% 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 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Circle Screener (BOY, MOY, EOY)
Nine-weeks grade reports with skills

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
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<tr>
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<td>Formative</td>
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<tr>
<td><strong>Strategy 1</strong> In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity and align instructional lessons with targeted practice and teacher knowledge of Phonological Awareness, Letter-Sound Correspondence and Early Writing progress by meet monthly with grade level teams and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Wave 1-50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. Wave 2-70% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. Wave 3- 90% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, and Instructional Coach, and Campus Academic Specialist.</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 1</td>
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</tbody>
</table>
### Strategy 2 Details

**Strategy 2:** We will conduct bi-weekly instructional walks and visit Pre-K classrooms focusing on student early reading skills and provide observation feedback to teachers in regards to how scholars are learning, learning strategies implement, scholar's interaction with the content, and scholar's engagement.

**Strategy's Expected Result/Impact:** Scholars will be learning Phonological Awareness, Letter-Sound Correspondence and Early Writing in a variety of modalities to meet every scholar's academic need. Instructional walks will provide teachers with instructional early reading skills and evidence of academic growth in scholars' reading skills.

Wave 1-50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

Wave 2-70% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

Wave 3- 90% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach, and teacher.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - ESF

**Levers:** Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1 - Perceptions 2

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<tr>
<td><strong>Oct</strong></td>
<td><strong>Dec</strong></td>
<td><strong>Mar</strong></td>
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</table>

### Strategy 3 Details

**Strategy 3:** PK teachers will complete a minimum of 15 professional development hours towards their 150 hours specific to PK content and coaching in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

**Strategy's Expected Result/Impact:** Wave 1-50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

Wave 2-70% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

Wave 3- 90% of PK scholars will reach on Target on CLI Engage/Circle in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Academic Specialist, and Instructional Coach.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 4

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<th> </th>
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<th>Summative</th>
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<tbody>
<tr>
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<td><strong>Dec</strong></td>
<td><strong>Mar</strong></td>
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**Performance Objective 4 Problem Statements:**
<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. <strong>Root Cause</strong>: Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Campus instruction is at the emerging level of rigorous and relevant instruction for all scholars. <strong>Root Cause</strong>: Continued guidance, coaching, and training for teachers are needed for teachers, coaches, and administrators in planning and delivery of rigorous and relevant instruction for all scholars.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: The SpringWay Systems and Routines, specifically, Aggressive Monitoring and Habits of Discussion are not implemented with fidelity. <strong>Root Cause</strong>: The administrative and coaching staff failed to train and monitor these techniques with fidelity.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

**HB3 Goal**

**Evaluation Data Sources:** Circle Assessment Data
Nine-Weeks grade reports with skills

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity and align instructional lessons with targeted practice and teacher knowledge of early mathematical computations and mathematically thinking by meeting monthly with grade level teams and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP). <strong>Strategy's Expected Result/Impact:</strong> Wave 1-50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the area of overall Math. Wave 2-70% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math. Wave 3-90% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Campus Academic Specialist, and Instructional Coach. <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction <strong>Problem Statements:</strong> Student Learning 2 - School Processes &amp; Programs 1</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Strategy 2 Details</strong></th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> We will conduct bi-weekly instructional walks and visit Pre-K classrooms focusing on student mathematical achievement and provide observation feedback and effective Feedback (See it, Name it, Do it) documentation to support teachers with math learning strategies, content, and scholars' engagement. <strong>Strategy's Expected Result/Impact:</strong> Scholars will be learning and sharing mathematical thinking in a variety of ways. Instructional walks will provide teachers with instructional mathematical knowledge and evidence of academic growth in scholars' mathematical skills. Wave 1-50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the area of overall Math. Wave 2-70% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math. Wave 3-90% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Campus Academic Specialist, and Instructional Coach. <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <strong>Problem Statements:</strong> School Processes &amp; Programs 1</td>
<td></td>
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</tbody>
</table>
### Strategy 3 Details

**Strategy 3:** PK teachers will complete a minimum of 15 professional development hours towards their 150 hours specific to PK content and coaching in the area of Math.

**Strategy's Expected Result/Impact:** Documentation of 30 professional development hours in portfolio.

- Wave 1: 50% of PK scholars will reach on Target on CLI Engage/CIRCLE in the area of overall Math.
- Wave 2: 70% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math.
- Wave 3: 90% of PK scholars will reach on Target on CLI Engage/Circle in the area of overall Math.

**Staff Responsible for Monitoring:** Principal, AP, Campus Academic Specialist, Interventionist, and Instructional Specialist.

**Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

<table>
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<th>Performance Objective 5 Problem Statements:</th>
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### Student Learning

**Problem Statement 2:** Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

### School Processes & Programs

**Problem Statement 1:** Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. **Root Cause:** Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.

---

![Formative & Summative Reviews](image)
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Amplify Screeners
Education Galaxy Screeners
Map Growth Data
Intervention and small group documentation
Lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<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. KG-2 and 3-5 Interventionists will support scholars on targeted reading skills. <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-35% of 1st-5th grade scholars will exceed their growth. MOY-55% KG-5th grade scholars will exceed their growth. EOY-65% KG-5th grade scholars will exceed their growth. By June 2022, the achievement gap between scholars will be evident. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Student Support Specialist, ESSER teacher and Instructional Coach. <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction <strong>Problem Statements:</strong> Demographics 1, 3</td>
<td>Formative</td>
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<td>Oct</td>
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**Strategy 2 Details**

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

**Strategy's Expected Result/Impact:** Scholars will be able to justify their RIT score and navigate with understanding of the testing format and purpose a greater understanding of academic vocabulary.
- BOY-35% of 1st-5th grade scholars will exceed their growth.
- MOY-55% KG-5th grade scholars will exceed their growth.
- EOY-65% KG-5th grade scholars will exceed their growth.
- By June 2022, the achievement gap between scholars will be evident.

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

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support**

**Problem Statements:**
- **Demographics 1, 3**

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 3:** Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Eureka Math Screeners
Education Galaxy Screeners
MAP growth data
RTI documentation
Intervention and small group documentation
Lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<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. KG-2 and 3-5 Interventionists will support scholars on targeted math skills. <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 reading growth will be seen from scholars from the beginning, middle, and end of Map testing. BOY-35% of 1st-5th grade scholars will exceed their growth. MOY-55% KG-5th grade scholars will exceed their growth. EOY-65% KG-5th grade scholars will exceed their growth. By June 2022, the achievement gap between scholars will be evident. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach and Student Support Specialist, ESSER Teacher. <strong>Title 1 Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction <strong>Problem Statements:</strong> Demographics 1, 3</td>
<td>Formative</td>
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<tr>
<td>Oct</td>
<td>Dec</td>
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</table>
Strategy 2: Increase parent and scholars awareness of MAP by providing a parent informational session. Teachers will work with scholars and parents to teach the academic vocabulary related to NWEA testing and scholars will have a greater understanding of MAP testing. We will incorporate the targeted academic math vocabulary.

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

BOY-35% of 1st-5th grade scholars will exceed their growth.
MOY-55% KG-5th grade scholars will exceed their growth.
EOY-65% KG-5th grade scholars will exceed their growth.

By June 2022, the achievement gap between scholars will be evident.

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF

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

Problem Statements: Demographics 1, 3

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. Root Cause: Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

Problem Statement 3: Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. Root Cause: Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mClass Screeners
RTI documentation
Intervention and small group documentation
Lesson plans

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1</strong>: 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.</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Evidence of implementation will be observed during walkthroughs and observations.</td>
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<tr>
<td>BOY-35% of KG-2 grade scholars will be &quot;on grade level&quot; as measured by mCLASS.</td>
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<tr>
<td>MOY-55% of KG-2 grade scholars will be &quot;on grade level&quot; as measured by mCLASS.</td>
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<tr>
<td>EOY-65% of KG-2 grade scholars will be &quot;on grade level&quot; as measured by mCLASS.</td>
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<tr>
<td>By June 2022, the achievement gap between scholars will be evident.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Assistant Principal, Campus Academic Specialist, Instructional Coaches, Literacy Coach, and Reading Interventionist (LLI).</td>
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<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers</strong>: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</td>
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<tr>
<td><strong>Problem Statements</strong>: Student Learning 2</td>
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September 10, 2021 2:58 PM
**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-35% of KG-2 grade scholars will be "on grade level" as measured by mCLASS.
- MOY-55% of KG-2 grade scholars will be "on grade level" as measured by mCLASS.
- EOY-65% of KG-2 grade scholars will be "on grade level" as measured by mCLASS.

By June 2022, the achievement gap between scholars will be evident.

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

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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

Performance Objective 8 Problem Statements:

**Student Learning**

**Problem Statement 2:** Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

**School Processes & Programs**

**Problem Statement 1:** Based on the T-TESS Summative evaluation, specifically, Domain 2 Instruction, over 75% of teachers are in need of training to increase rigor and engagement in the classroom. **Root Cause:** Teachers at Burchett Elementary received inconsistent feedback and coaching based on walkthroughs and observations.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

Evaluation Data Sources: Weekly attendance reports per HR teacher
Weekly attendance data
Non-Instructional Data Quality Team agendas and notes

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</table>
| **Strategy 1:** 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 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
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture
Problem Statements: Perceptions 3

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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</table>
| **Strategy 2:** 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.
**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
Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning
Problem Statements: Perceptions 3, 4

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<th>Discontinue</th>
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Performance Objective 9 Problem Statements:

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<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 3</strong>: Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause</strong>: Lack of opportunity to collaborate with teachers and administrators.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. <strong>Root Cause</strong>: Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.</td>
</tr>
</tbody>
</table>
Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus and district assessment data by student group
STAAR data by student group
Nine-weeks grade reports
mClass data by student groups
Circle data by student groups
MAP Growth data by student groups

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: The ESSER teacher will co-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></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Scholars will increase overall academic achievement with a minimum of half of a year achievement growth.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Student Support Specialist, and ESSER teacher.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</td>
<td></td>
</tr>
<tr>
<td><strong>Lever</strong>: Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Demographics 1, 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: 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.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal, Instructional Leaders, and Counselor</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF</td>
<td></td>
</tr>
<tr>
<td><strong>Lever</strong>: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 2</td>
<td></td>
</tr>
</tbody>
</table>
**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

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Perceptions 3, 4

---

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report and 2021 STAAR data, scholars receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training on differentiation was not provided to inclusion teachers.

**Problem Statement 3:** Based on the 2019 TEA STAAR Summary Report and 2001 STAAR data, scholars classified as English Language Learners, specifically, those served in the ESL program, scored lower than the other scholar groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

### Student Learning

**Problem Statement 2:** Teachers experience challenges when there is a new curriculum or a new program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their scholars. **Root Cause:** Teachers need additional training on how to implement the curriculum with fidelity.

### Perceptions

**Problem Statement 3:** Parents did not have strategies to partner with the campus to improve student achievement and attendance. **Root Cause:** Lack of opportunity to collaborate with teachers and administrators.

**Problem Statement 4:** Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. **Root Cause:** Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

Targeted or ESF High Priority

Evaluation Data Sources: Session recordings
Sign-In Sheets
Agendas
Communications to promote events
Impact Data from Surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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></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 I Schoolwide Elements:</strong> 3.1, 3.2 - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 3</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> 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></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>Staff Responsible for Monitoring:</strong> Parent Engagement Liaison, Principal, Assistant Principal</td>
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</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 3.1, 3.2</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 3, 4</td>
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</table>

Performance Objective 1 Problem Statements:
<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 3</strong>: Parents did not have strategies to partner with the campus to improve student achievement and attendance. <strong>Root Cause</strong>: Lack of opportunity to collaborate with teachers and administrators.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. <strong>Root Cause</strong>: Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.</td>
</tr>
</tbody>
</table>
**Goal 4:** WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2022, 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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In sheets (participants)
- Agendas
- Impact data
- Master Schedule

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> The campus will implement the Quaver SEL curriculum which is integrated with our SISD curriculum. The master schedule will have a designated time built in for the 10 minute daily SEL activity in addition to the integrated curriculum. The counselor will real time coach while observing classes and planning sessions. <strong>Strategy's Expected Result/Impact:</strong> 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. <strong>Staff Responsible for Monitoring:</strong> Principal, Counselor, Teachers</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Strategy 2:</strong> 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</td>
<td></td>
</tr>
</tbody>
</table>

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:** Perceptions 4
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

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF**

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

**Problem Statements:** Perceptions 4

---

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 4:** Students and staff experienced trauma as a result of the Covid-19 pandemic, which was not addressed during the 2020-2021 school year. **Root Cause:** Lack of social-emotional learning curriculum and implementation of strategies to address the needs of students, staff, and the community.
# State Compensatory

## Budget for Burchett Elementary

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Budget</th>
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<tbody>
<tr>
<td>6100</td>
<td>Payroll Costs</td>
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</tr>
<tr>
<td>1992111192458</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$8,000.00</td>
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<tr>
<td></td>
<td>6100 Subtotal:</td>
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<tr>
<td>6300</td>
<td>Supplies and Services</td>
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<tr>
<td>1992111192458</td>
<td>6399 General Supplies</td>
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<tr>
<td></td>
<td>6300 Subtotal:</td>
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<tr>
<td>6400</td>
<td>Other Operating Costs</td>
<td></td>
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<tr>
<td>1992111192458</td>
<td>6494 Reclassified Transportation Expenses</td>
<td>$1,500.00</td>
</tr>
<tr>
<td></td>
<td>6400 Subtotal:</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>
## Personnel for Burchett Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Magdeburg</td>
<td>Reading Interventionist (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Becky Dye</td>
<td>Pre-Kindergarten Aide (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Bevin Savell</td>
<td>Pre-Kindergarten Teacher (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Crystal Carrier</td>
<td>DAEP Paraprofessional (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Donna Hunzeker</td>
<td>Pre-Kindergarten Teacher (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Jewel Jefferson</td>
<td>Administrator DAEP (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Maria Garza</td>
<td>Bilingual Pre-Kindergarten Teacher (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Maria Rincon</td>
<td>Pre-Kindergarten Aide (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Marlan Wright</td>
<td>DAEP Teacher (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Shirley Prestwood</td>
<td>Student Support Specialist (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>TBD</td>
<td>Bilingual Pre-Kindergarten Aide (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Trecelynn Louis</td>
<td>DEAP - Paraprofessional (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Veronica Persaud</td>
<td>Instructional Specialist (District Funded)</td>
<td>SCE</td>
<td>1.0</td>
</tr>
</tbody>
</table>
TITLE I SCHOOLWIDE ELEMENTS

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))
2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:
• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders
• Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school 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 school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Keelan</td>
<td>Campus Academic Specialist</td>
<td>Title I</td>
<td>1.0</td>
</tr>
<tr>
<td>Veronica Persaud</td>
<td>Instructional Specialist</td>
<td>Title I</td>
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</tbody>
</table>
## 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $34,324.00

**+/- Difference** $34,324.00

### 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>6</td>
<td>Tutoring</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Extra Duty Stipend - Locally Defined - Tutoring</td>
<td>1192111192458 - 6118</td>
<td>$4,000.00</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>General Supplies - Copy Paper, Manipulatives - counters, base-ten blocks, and fraction pieces</td>
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<td>$1,800.00</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Transportation</td>
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**Sub-Total** $11,300.00

**Budgeted Fund Source Amount** $11,300.00

**+/- Difference** $0.00

### 211 Title I, Part A

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
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<th>Amount</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>Campus Academic Specialist</td>
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<td>$81,200.00</td>
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<tr>
<td>1</td>
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<td>Amplify mClass Intervention Kit Grades K-3</td>
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<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Instructional Specialist</td>
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<td>ReadingTutor</td>
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<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Supplies - Copy paper, white boards, Expo Markers, Pencils, and Ziploc Bags,</td>
<td></td>
<td>$1,000.00</td>
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<tr>
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<td>1</td>
<td>3</td>
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<td>Amplify mClass Intervention Kit Grades 4-6</td>
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**Sub-Total** $174,380.00

**Budgeted Fund Source Amount** $174,380.00

**+/- Difference** $0.00
<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>Touch Screen Devices ie, i pad or kindle with reading capabilities</td>
<td></td>
<td>$16,694.00</td>
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</tbody>
</table>

**Sub-Total** $16,694.00

**Budgeted Fund Source Amount** $16,694.00

**+/- Difference** $0.00

**Grand Total** $202,374.00
Addendums