

**Spring Independent School District**  
**Burchett Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**Through engaging, challenging and meaningful learning, Burchett will promote excellence for every student, in every classroom, every day.**

## Vision

**Excellence for each student is established through (or rooted) strong, respectful relationships at school, at home and the community. Excellence for all stakeholders is built through collaboration, professional learning and community involvement. Excellence for everyone will be fostered by providing a safe, risk-free and inviting atmosphere where students can grow and learn.**

## Core Beliefs

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

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

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

**We communicate openly.**

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

**We win as a team.**



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# Comprehensive Needs Assessment

Revised/Approved: August 07, 2018

## Demographics

### Demographics Summary

Chet Burchett Elementary School is a thirteen-year old, Pre-Kindergarten - 5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2018-2019 school year with the demographic information coming from the data provided in May 2018. Student enrollment at BurchCett Elementary continued to remain consistent during 2017-2018. Enrollment remained the same from the previous year when the enrollment was 782 scholars. May enrollment data shows that 782 students are enrolled: 286 (36.6%) are Hispanics 258 (33%) are African American, 6 (.8%) are Asian, 152 (19.4%) are white, 54 (6.9%) are American Indian or Alaska Native, 3 (.4%) are Native Hawaiian or Other Pacific Islander, and 23 (2.9%) are Two-or-More Races.

The student mobility rate for Burchett Elementary is 16.7%. ADA for the 17-18 year was 95.53%. The attendance rate remained consistent for the past two years at 95.6%, but this year it dropped to 95.53%, The attendance rate is above the school district's average. Burchett Elementary's student groups include 148 (18.9%) English Language Learners (ELL), 54 (6.9%) Gifted and Talented, and 72 (9.2%) Special Education. Additionally, 543 (69.4%) are economically disadvantaged, 311 (39.8%) are identified as at-risk.

### Demographics Strengths

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

- BUES has a diverse scholar population. Each population brings a variety of cultures and enrichment tot he campus makeup.
- The diversity of the campus enables scholars from a variety of experiences to come together to learn and grow together.
- Scholars are treated fairly regardless of their race, culture, religion, gender, or disability
- Low scholar to teacher ratio in Bilingual classes
- Title 1 funding is utilized to target low performing scholars' needs
- Our teaching staff continues to be more reflective on the needs of or our scholar population for the last 3 years

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students receiving services in Special Education across all grade levels have a 41% pass rate on STAAR Reading, 62% on STAAR Math, 29% on STAAR Writing, and 18% on STAAR Science. **Root Cause:** It was difficult for teachers in Special Education to collaborate with with teachers in General Education and attend planning sessions.

**Problem Statement 2:** Attendance rates need to be monitored and improved. **Root Cause:** Teacher and administrative tracking of scholar absences was inconsistent throughout the school year.

**Problem Statement 3:** There is a gap between African American and Hispanic scholars across all grade levels in Reading of 18 points, 12 points in Math, and 4 points in Science as measured by STAAR. **Root Cause:** African American scholars have learning gaps in Reading and reading levels lower than that of their peers that affect their Reading and Math scores.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

#### **Reading, Writing, and Math Progress:**

Campus/District Benchmark Assessments have shown steady increase throughout the school year.

MAP Reading and Math Tier 2 and Tier 3 Interventions will be implemented for the 2018-2019 school year to provide researched based interventions and resources for teachers.

Writing Workshop Professional Development will be provided to build teacher capacity resulting in scholar achievement in writing K-5.

Classroom Leveled Libraries for Guiding Reading Groups will be available for all scholars in all classrooms.

#### **Technology Integration:**

Scholars and teachers have access to a variety of technological tools. Computer programs utilized will include features that allow for more TEKS targeted skill practice.

#### **Scholar Progress:**

Progress Checks are conducted every two weeks with each teacher. Scholar Progress Data is collected and progress is discussed and monitored. Scholars in need of Tier 2 and Tier 3 Intervention will be discussed every three weeks during RTI meetings that include the Student Support Specialist, Instructional Specialist, Literacy Coach, Math Coach, Classroom Teacher, Counselor, and Administrator.

#### **Scholar Engagement:**

There is a need for staff to understand the level of questioning that promotes scholar engagement at high levels as well as real-world application. Training will be conducted by ICLE specialists and a book study will be conducted with the schools instructional leadership team, *Teach Like a Pirate*, to provide training and knowledge for staff to increase scholar engagement.

#### **STAAR Data:**

Districts receive a grade or rating based on performance in three areas:

- **Student Achievement** measures what students know and can do by the end of the year. It includes results from state assessments across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, like AP and ACT results, and graduation rates.
- **School Progress** measures how much better students are doing on the STAAR test this year versus last year, and how much better students are doing academically relative to schools with similar percentages of economically disadvantaged students.
- **Closing the Gaps** looks at performance among student groups, including various racial/ethnic groups, socioeconomic backgrounds and other factors.

Seventy percent of the accountability rating is based on the better of Student Achievement or Student Progress (whichever is better is the only performance measure counted in the calculations). The remaining 30 percent is based on performance in the Closing the Gaps area.

Burchett Elementary School:

**RATING: MET STANDARD GRADE: 69 out of 100** (Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test.)

**MASTERS GRADE LEVEL 15%**

District Raw Score: 12%

**MEETS GRADE LEVEL 35%**

District Raw Score: 33%

**APPROACHES GRADE LEVEL 70%**

District Raw Score: 65%

**SCHOOL PROGRESS: MET STANDARD 74 out of 100** (School Progress shows how students perform over time and how that growth compares to similar schools.)

**CLOSING THE GAPS MET STANDARD 77 out of 100** (Closing the Gaps shows how well different student groups within a school are performing.)

**Overall Results:**

**Domain 1: 69, Domain 2 Part A: 74, Domain 2 Part B: 69 - Best of Domain 1 or 2: 74, Domain 3: 77**



**Total Score: 75 (This is how well the school is performing overall.)**

### **Met Standard**

We see huge need for growth in the African-American population, the Economically Disadvantage population, and the Special Education population.

While the campus is not showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 3 subgroups from the 2018 STAAR scores listed below:

3rd Grade Reading: 84% White, 65% Hispanic, 62% LEP, 50% Black or African American, 55% Eco Dis, 25% Special Education;

3rd Grade Math: 80% White, 64% Eco Dis, 60% Black or African American, 38% Special Education;

4th Grade Reading: 76% White, 55% Eco Dis, 17% Special Education

4th Grade Math: 75% AM/AI - 25% Special Education

4th Grade Writing: 63% White, 54% Eco Dis, 43% Black/ African American, 17% Special Education

5th Grade Reading: 91% White, 73% Black/African American, 45% Special Education (after second administration)

5th Grade Science: 72 White, 48% Hispanic - 18% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for Accelerated Intervention Plan (AIP). The goal of the campus is to close the gaps between our African American, Economically Disadvantaged, and Special Education scholar groups with a targeted emphasis on the African American Special Education scholar groups. In addition, in 4th grade Writing, all groups performed collectively at a 57% passing rate with the White scholars scoring the highest at 63%.

### **Student Academic Achievement Strengths**

Burchett Elementary has a population of hard-working, high achieving scholars. The campus is proud of many different student achievement strengths including:

- 3rd Grade Math increased from 71.2% on STAAR 2017 to 76.8% in 2018
- 5th Grade Math scores improved across all scholar populations with every group scoring 82% or better

These measures of growth are attributed to the following targeted instructional focus areas:

- Content area tutorials made available to students
- Disaggregate Data by subgroups, grade levels and content
- Weekly grade level meetings to discuss student progress (team meetings and planning sessions)
- Data Analysis (Item analysis is done by each teacher for each assessment)

Campus Strengths:

Academic Progress Checks are conducted bi-weekly to assess scholar growth.

Utilization of "Uniform Look Fors" for Workstations, Guided Math and Guided Reading Groups, Writing Workshop

Guided Reading Library and LLI have been significantly added to the resources utilized this year. Additional resources have been added: MAP, Mentoring Minds, Education Galaxy, Study Island, Leveled Literacy kits, and TEKS Targeted Practice

Tutoring before and intervention during school have been added to assist scholars in need of targeted skill practice has been added. This is a need that will continue to be provided in the 2018-2019 school year.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 2018 STAAR data reveals that African American and Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade **Root Cause:** Our teachers have had inadequate training in regards to how to meet the academic needs and how to motivate our targeted student groups.

**Problem Statement 2:** 4th grade Writing STAAR scores are significantly lower than previous years. No scholar group scored above 63% except for the LEP scholars who scored 71% **Root Cause:** A lack of a school wide writing plan across the grade levels and professional development.

**Problem Statement 3:** 2018 STAAR scores have a 69% or less in three tested subject areas: Reading, Writing, and Science. **Root Cause:** There is a lack of implementation and monitoring of educational programs in classrooms.

**Problem Statement 4:** Lack of effective Tier 2 and Tier 3 Intervention support for English Language learners. **Root Cause:** Staff needs more training on how to work with Tier 2 and Tier 3 academic concerns and precise systems and procedures tracking scholar success.

**Problem Statement 5:** More training needed for staff on the Response to Intervention process. **Root Cause:** New staff/turnover has resulted in a lack of understanding along with a lack of consistent district systems.

**Problem Statement 6:** Behavior outbursts often interfere with the learning environment. **Root Cause:** Staff needs more training on how to work with Tier 2 and Tier 3 behavioral concerns and behavior RTI and precise systems and procedures for classroom expectations

## School Processes & Programs

### School Processes & Programs Summary

A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the scope and sequence curriculum document. Data driven decisions for improvement in scope and sequenced curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Embedded professional development, increased use of scope and sequence curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at Burchett Elementary.

Assessment plays a major role in decision making and take on many different forms at Burchett Elementary. Authentic assessments drive us to improve, innovate, and develop action plans based on strategic goals. The campus is committed to offer much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, relevance in learning, innovative educational strategies, and increased use of accessible technologies are the five goal areas. The driver for all five goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2018-2019. Campus level dis-aggregation is dependent upon the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon DRA, Education Galaxy, and MAP as well as campus and district assessment. Third through fifth grade focus on STAAR, Education Galaxy, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Weekly grade level planning sessions and bi-weekly Professional Learning Community (PLC) meetings are held with the Principal, Assistant Principal, Instructional Specialist, Literacy Coach and/or Math Coach. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharing of each others' talents and thinking and a focus on scholar improvement, keeps PLC members doing whatever it takes to improve scholar performance.

Scholar progress is monitored either as prescribed by the intervention at 4-6-week intervals depending on individual students' needs. The RtI committee meetings are held once each three weeks during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these scholars' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the Student Support Specialist and the Principal and/or Assistant Principal. Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last four years, the campus implemented "WOW Time" for all staff and scholars. This daily, 45-minute time period is designated for prescriptive interventions based on individual student needs.

Burchett Elementary School continues to place a high priority in employing a high-quality, talented staff. Six new teachers joined the Burchett

Elementary family this year. All teachers, including our 6 new teachers, will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Burchett Elementary to provide ongoing, very targeted, job-embedded professional learning. Burchett's theme for the school year is "Burchett is Anchored in Success."

The campus critically analyzed the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to scholar learning. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their scholar's education. Concerns are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve concerns that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation. Intentional academic focuses and processes will be implemented to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Staff will be more involved in student centered committees that promote the positive school climate and culture that exists at BUES. More clubs and organizations will be added to school this year to enhance the learning environment for scholars.

A system for monitoring attendance of scholars will be refined this school year yielding a higher impact on scholar achievement. Attendance incentives for scholars, classes, grade levels, and staff will be implemented.

## School Processes & Programs Strengths

All scholars have the opportunity to be involved in a variety of programs: Music, Art, Technology, Enrichment, etc... Positive Behavior Support is an integral part of our campus wide system for scholar success both academic and behaviorally. Incentives for scholars and staff are in place to promote a positive and supportive learning environment. Scheduling is scholar centered for all academic and enrichment activities.

- Consistent staff in the primary grades through 2nd grade
- All bilingual students are taught by bilingual certified teachers
- All GT students are taught by GT certified teachers
- All teachers are trained in CHAMPs and we have Foundations policies for all common areas
- Volunteer hours exceeded 3,100 hours this year resulting in district level recognition
- Scholar involvement in team sports (volleyball, basketball, soccer, and cheer-leading) continues to increase

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 2018 STAAR data reveals that our Reading scores declining when compared to previous years with 77%, 71%, and 63%. This trend is reflective of the last three years consecutively. **Root Cause:** Resignations and high teacher turnover have occurred over the last 3 years in STAAR testing

grade levels.

**Problem Statement 2:** 2018 STAAR data reveals that our Writing scores have declined when compared to previous years with 69%, 63%, 57%. This trend is reflective of the last three years consecutively. **Root Cause:** Teachers lack the capacity to teach writing revising and editing effectively.

**Problem Statement 3:** Office referrals have steadily increased over the last 3 years. **Root Cause:** Teachers have not been able to de-escalate students, build relationships, and have concerns with understanding what constitutes a referral.

## Perceptions

### Perceptions Summary

At Burchett Elementary, we strive to create a mutually respectful and inclusive environment where different cultures, beliefs, and opinions are valued by all. We have implemented the "No Place For Hate" initiative to support our efforts. Through lessons and discussions about respecting others and valuing differences, scholars and staff are encouraged to take an active role in creating an environment where everyone can feel safe and appreciated. The school climate survey indicated a need for improved timely communication to our parents about student progress. Another low-ranking indicator on the survey is the teachers giving timely and helpful feedback.

Burchett Elementary embraces the understanding that ALL scholars matter. We have a shared vision that ALL scholars can learn and deserve a positive learning climate where they are challenged to succeed every day. The staff created the vision together and are committed to help scholars learn and grow as they continue to set goals in their own learning. Scholars are taught schoolwide expectations throughout the school year in a systematic format involving all stakeholders.

There is a need for more parental and volunteer involvement.

There is also a need for consistent Character Education/Social Skills Instruction for scholars. This is an area being addressed by the district through the Character Ed program. Staff has expressed a need to refresh on the CHAMPS training and restorative discipline model.

### Perceptions Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate of the scholars and staff.

Cohesive Staff - all staff are a part of a variety of committees that function to improve the climate and culture of the campus focusing on scholar support, staff encouragement, and parent/community involvement.

Positive communications to parents and community include Social Media, Websites, Newsletters, Flyers sent home, and campus call outs.

Mentor teachers support learning for new staff.

Based on our K-12 Insight Campus Quality Survey:

- 89% of our parents feel that staff members treat them with respect.
- 93% of staff members feel that students and staff members are aware of safety and security procedures.

- 82% of parents say administrators are courteous when they have a concern.
- 92% of parents feel the school encourages families to volunteer.
- 89% of parents feel that families are encouraged to attend school-sponsored activities.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 68% of parents say teachers give timely and helpful feedback. **Root Cause:** There is not a school-wide expectation/process for when and how to communicate with parents and community members.

**Problem Statement 2:** 53% of parents say scholars receive the support they need for academic and career planning. **Root Cause:** There is little to no communication with parents regarding alignment of skills being taught and how it applies to career and future planning.

**Problem Statement 3:** 67% of staff believe that discipline is enforced fairly. **Root Cause:** There are misconceptions about discipline processes as prescribed by the district. Discipline data is not shared with staff members.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

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

- Study of best practices

# Goals

Revised/Approved: August 07, 2018

## Goal 1: Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 1:** Increase the percentage of scholars meeting or exceeding state and district assessment standards. All student groups in grades 3-5 will score 80% or above in Approaches, 50% or better in Meets, and 25 % or better in Masters as measured by the STAAR exam.

**Evaluation Data Source(s) 1:** 2019 STAAR Math Results Grades 3-5

2019 STAAR Reading Results Grades 3-5

2019 STAAR Science Results Grade 5

2019 STAAR Writing Results Grade 4

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Jan	Apr	July


<p><b>Comprehensive Support Strategy</b></p> <p>1) Incorporate specific curriculum and instructional strategies to enhance Math instruction for scholars served in special education and African American scholars in addition to any struggling scholar being served in General Education in grades 3-5.</p>	2.4, 2.6	Instructional Math Coach Instructional Specialist Math teachers Student Support Specialist Campus Instructional Technologist	District scripted curriculum will allow for implementation of TLAC policies. At Bats and CFUs will be discussed during data-driven PLCs to ensure initial small group/hands-on instruction.				
<p><b>Comprehensive Support Strategy</b></p> <p>2) Incorporate specific curriculum and instructional strategies to enhance Reading instruction for scholars served in Special Education and African American scholars as well as struggling scholars in regular education in grades 3-5. T</p>	2.4, 2.6	Instructional Specialist Literacy Coach Reading teachers Library Media Specialist	District scripted curriculum will allow for implementation of TLAC policies. At Bats and CFUs will be discussed during data-driven PLCs to ensure initial instruction that includes hands-on activities with vocabulary and reading strategies. In addition, a full time library media specialist will enhance the reading experience for our scholars during ancillary time.				

<p><b>Comprehensive Support Strategy</b></p> <p>3) Implement writer's workshop across the campus in grades K-5 in order to raise writing performance for each individual student. Specifically, in grades 3-5, teachers will redesign writing units to incorporate Lucy Calkins writer's workshop. These writing strategies will support all students including ELL, special education, and other struggling writers.</p> <p>Literacy coach will come four times a week to provide coaching and support in the classroom in grades PK - 2.</p> <p>Instructional Specialist will come three times a week to provide coaching and support in the classroom in grades 3 - 5.</p> <p>August, September, October and November coaching focus: creating Writer's Workshop classroom environment based on the Lucy Calkins Writer's workshop curriculum.</p> <p>August through May coaching focus: revising and editing ensuring grammar is taught in context to allow a deeper understanding of writer craft using mentor fiction and non-fiction text.</p> <p>We will incorporate after school tutorials for struggling students. Supplemental resources will include STAAR Master, Kamico, Gretchen Bernabie, Empowering Writers, and Forde Farrier Writing.</p>	<p>2.4, 2.6</p>	<p>Literacy Coach Instructional Specialist Grade level writing teachers</p>	<p>1. IMPLEMENTATION - measured by PLC discussions, At-bats, TLAC, and Literacy coaches' walk-through observations confirming that teachers are implementing Writer's Workshop.</p> <p>2. IMPACT - quarterly assessment data showing at least 10% higher achievement for all student groups when compared with last year's scores.</p>				
<p>Problem Statements: School Processes &amp; Programs 2</p> <p>Funding Sources: 211 Title I, Part A - 0.00, 199 General Fund - 680.00</p>							

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>4) K-5 PLCs will create plans for all ELA classrooms to devote at least 45 minutes daily to writer's workshop focused on daily student writing and ongoing writing conferences with teachers providing quality feedback about ways to improve student's writing.</p>	<p align="center">2.4</p>	<p>Literacy Coach Instructional Specialist Grade level writing teachers</p>	<p>IMPLEMENTATION - measured by walk through observation, confirming in November 90% of teachers are following the essential components of a writer's workshop:</p> <p>1. Focus lessons (I do.) 2. Guided Writing instruction (We do together.) 3. Collaborative Learning Peer Editing (You do together.) 4. Independent Writing Practice (You do.)</p> <p>2. IMPACT - all student groups scoring higher on 4th grade STAAR writing test than last year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 General Fund - 1850.00, 211 Title I, Part A - 5000.00</p>							
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>5) Implement the language and literacy Framework (A) Word Study and (B) Reading Workshop.</p> <p>August and September coaching focus: creating rotations of blended learning based on the Daily 5 and setting up reader's centers.</p> <p>October and November coaching focus: supporting teachers with successfully creating a language and literacy Framework in the classroom environment based on Fountas and Pinnell and the Neuhauser instructional framework for teaching and leading literacy. Supplies will include reading mirrors to demonstrate proper mouth formation for sounds and plastic alphabet letters for letter and sound recognition and fluency.</p> <p>November through May Coaching focus is data driven perfecting exit tickets and common assessments to meet the needs of all students based on TLAC checks for understanding.</p>	<p align="center">2.4</p>	<p>Campus literacy coach Grade level reading teachers</p>	<p>Monthly Campus and District Checkpoints, 3, 4, 5 grade STAAR Reading practice showing continuous improvement</p> <p>DRA2 Progress monitoring assessment 3 times a year showing students reading on grade level</p>				<p>Problem Statements: Student Academic Achievement 3</p>

<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Incorporate the computer based programs, Education Galaxy, Study Island, Think Through Math, IXL as well as STAAR Master - Quick Review Math, and Kamico resources to enhance reading and math instruction for scholars served in Special Education as well as struggling regular education students.</p>		Principal Assistant Principal' Literacy Coach Math Coach	Monthly Campus and District Checkpoints, 3, 4, 5 grade STAAR Reading and Math practice showing continuous improvement				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 199 General Fund - 8275.00, 211 Title I, Part A - 9981.86</p>						
<p>7) Utilization of tutors during the instructional day enhance Reading, Math, and Writing instruction for scholars served in Special Education as well as struggling regular education students.</p>		Principal Assistant Principal Math Coach Literacy Coach Instructional Specialist Student Support Specialist	Monthly Campus and District Checkpoints, 3, 4, 5 grade STAAR Reading and Math practice showing continuous improvement				
	<p>Problem Statements: School Processes &amp; Programs 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 4124.94</p>						
<p>8) Utilize teachers for after-school tutoring and provide instructional materials and supplies to enhance Reading, Math, and Writing instruction for SPED students as well as struggling regular education students.</p>		Principal Assistant Principal Math Coach Literacy Coach Instructional Specialist	Monthly Campus and District Checkpoints, 3, 4, 5 grade STAAR Reading and Math practice showing continuous improvement				
	<p>Problem Statements: Student Academic Achievement 2 - School Processes &amp; Programs 1</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 10326.04</p>						
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>9) Support in the utilization of the Reading Rosie district level program and the Pre-K Frog Street curriculum to ensure pre-reading skills with a focus on literacy for Pre-Kindergarten and Kindergarten students.</p>		Pre-K Teachers Kindergarten Teachers Literacy Coach Assistant Principal Principal	Pre-K and K Circle Screener BOY, MOY, and EOY				
	<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00</p>						



<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 10) Renaissance Learning K-5 Bilingual scholars and educators will set personalized reading goals based on their reading level for scholars using Renaissance Learning.	2.4	Principal Assistant Principal ELL Campus Contact ELL Paraprofessional	Result - Scholars will read on or above grade level.  Impact - Scholars are promoted on time and prepared for the next grade level.				
	Funding Sources: 199 General Fund - 8445.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 11) 100% of elementary campuses will participate in two arts integrated projects.	2.5	Principal Assistant Principal PACE - Ancillary Team	Result - PVA scholars will have a higher attendance percentage.  Impact - PVA scholars are better prepared for the next grade level.				
	Funding Sources: 211 Title I, Part A - 5000.00						
<b>Critical Success Factors</b> CSF 1 12) 100% of gifted and talented K12 scholars will have the opportunity to participate in field experiences through district embedded practices.	2.5	Principal Assistant Principal Counselor GT Campus Contact	Result - Spring ISD will increase opportunities and choice for families of gifted learners.  Impact - Scholars are college or career ready and are prepared for post-secondary school.				
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> 60% of sped students are not meeting standard in reading. <b>Root Cause 1:</b> Lack of training for SPED staff.
<b>Demographics</b>
<b>Problem Statement 1:</b> Students receiving services in Special Education across all grade levels have a 41% pass rate on STAAR Reading, 62% on STAAR Math, 29% on STAAR Writing, and 18% on STAAR Science. <b>Root Cause 1:</b> It was difficult for teachers in Special Education to collaborate with with teachers in General Education and attend planning sessions.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 2018 STAAR data reveals that African American and Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade <b>Root Cause 1:</b> Our teachers have had inadequate training in regards to how to meet the academic needs and how to motivate our targeted student groups.
<b>Problem Statement 2:</b> 4th grade Writing STAAR scores are significantly lower than previous years. No scholar group scored above 63% except for the LEP scholars who scored 71% <b>Root Cause 2:</b> A lack of a school wide writing plan across the grade levels and professional development.
<b>Problem Statement 3:</b> 2018 STAAR scores have a 69% or less in three tested subject areas: Reading, Writing, and Science. <b>Root Cause 3:</b> There is a lack of implementation and monitoring of educational programs in classrooms.
<b>School Processes &amp; Programs</b>

**Problem Statement 1:** 2018 STAAR data reveals that our Reading scores declining when compared to previous years with 77%, 71%, and 63%. This trend is reflective of the last three years consecutively. **Root Cause 1:** Resignations and high teacher turnover have occurred over the last 3 years in STAAR testing grade levels.

**Problem Statement 2:** 2018 STAAR data reveals that our Writing scores have declined when compared to previous years with 69%, 63%, 57%. This trend is reflective of the last three years consecutively. **Root Cause 2:** Teachers lack the capacity to teach writing revising and editing effectively.

**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 2:** In order to meet the intent of 19 TAC 74.32, Physical Activity Programs for Elementary School Students as adopted by the State Board of Education, March 22, 2002.

Students will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.


**Evaluation Data Source(s) 2:** Master Schedule Instructional minutes

Structured Recess Data

Fitness Gram

PE Lesson Plan rotation

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The master schedule will reflect students participating in PE for 60 minutes each session.		Administration team to monitor schedule  PE teacher to implement PE TEKS	Students will be more physically active and we will meet state requirements for PE minutes.				
Funding Sources: 199 General Fund - 2900.00							
<b>Critical Success Factors</b> CSF 6		Administration team to monitor schedule.  Grade level teams to monitor structured recess.	Students will be more physically active and we will meet the state requirements for PE minutes.				
2) The master schedule will reflect students participating in 20 minutes of structured recess each day.							
Funding Sources: 199 General Fund - 600.00							
							


**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 3:** During the 2018/2019 school year, Burchett will increase student attendance by 3%, from 95% in 2017/2018 to 98%.

**Evaluation Data Source(s) 3:** ADA Reports  
Grade Level Attendance (weekly) PK - 5

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The attendance committee will create an incentive plan to encourage and reward students for meeting weekly and 9 week attendance goals.		Principal Assistant Principal Attendance Clerk Teachers SIMS Clerk	Increase student attendance (ADA) to the campus/ district goal of 98%				
	Funding Sources: 199 General Fund - 200.00						
2) Teachers will either call parents or contact them through Classroom Dojo each time a student is absent and record the parent response on a Google Doc shared with the registrar to accurately record attendance codes.		Classroom teachers, registrar	Accurate recording of daily attendance and increased attendance rate (ADA)				
							

**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 4:** Develop an annual comprehensive staff development plan based research of best practices, identified areas of weakness, and required employee training.

**Evaluation Data Source(s) 4:** Staff Development agenda

Staff Development sign in sheet

Staff Development Minutes

T-TESS walk-throughs and observations

Staff PD courses and hours documented

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Provide professional learning opportunities for staff on how to differentiate instruction using research based best practices with a focus on closing the achievement gap in all subgroups.</p>		Principal Assistant Principal Media Specialist Literacy Coach Math Coach Instructional Interventionist Student Support Specialist	Decrease in achievement gaps Improved scholar academic performance Needs Assessment				
Funding Sources: 211 Title I, Part A - 558.88, 263 Title III, LEP - 8445.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Provide opportunities for teachers to observe in classrooms that are demonstrating best practices. in conjunction with the partnership with ICLE.</p>		Principal Assistant Principal Literacy Coach Math Coach Instructional Specialist Instructional Leadership Team ICLE Coaching Support	Improved scholar engagement Increased scholar academic achievement Professional collaboration				

<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>3) Improve tier one instruction, across core content areas, by ensuring all campus administrators are capable of and prepared to lead planning, learning and practice PLCs using the Rigor Readiness Framework</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal</p>	<p>Result - Administrators and teachers will effectively lead planning, learning and manage instruction across all subjects.</p> <p>Impact - Teachers improve the academic performance of scholars.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 5:** Development Specialists provided by the SISD's Workforce Development Department will coach and provide support to newly hired teachers to ensure they are implementing instructional strategies

**Evaluation Data Source(s) 5:** New teachers will be able to effectively teach instructional strategies resulting in scholars being able to meet district and state growth measures.

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Development Specialist will coach and provide support to newly hired teachers to ensure they are implementing instructional strategies</p>		Principal Assistant Principal Developmental Specialists	<p>Result – New teachers will be able to effectively teach instructional strategies.</p> <p>Impact - Scholars will be ready to read on or above grade level.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							



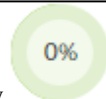

**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 6:** Strong Literacy Foundation for All  
 Focus on Early Literacy and Establish Strong Literacy Framework for English Language Learners

**Evaluation Data Source(s) 6:** Checkpoints, MAP, TELPAS, Renaissance, and IPT indicators

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Renaissance Learning K-5 Bilingual scholars and educators will set personalized reading goals based on their reading level for scholars using Renaissance Learning.</p>		Principal Assistant Principal ELL Campus Contact ELL Paraprofessional	Result - Scholars will read on or above grade level.  Impact - Scholars are promoted on time and prepared for the next grade level.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







**Goal 1:** Reach every student:

1. Strong Literacy Foundation for All
2. Excellent Early Childhood Programs
3. Strong College Readiness and Support
4. Excellent Curriculum and Instruction

**Performance Objective 7:** Support with transition for scholars moving from 5th to 6th grade and scholars moving from half-day Pre-Kindergarten to full day Kindergarten program.

**Evaluation Data Source(s) 7:** Parent Surveys  
 Teacher Surveys  
 Scholar Surveys (grade level appropriate)

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Scholars will have the opportunity to visit with key personnel from the Middle school prior to the beginning of 6th grade. This will build a partnership with our Middle school feeder patterns.		Principal Assistant Principal Counselor	Scholars will feel more at ease with the transition from elementary school to middle school.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

## Goal 2: Excellence in every school:


1. Excellent System of Support and Acceleration
2. Safe and Secure Learning and Work Environments for All
3. Best-In-Class Specialized Programs

**Performance Objective 1:** Develop and implement procedures and systems that promote and support positive behaviors by developing a committee that oversees and monitors student discipline incidents and actions by grade level, subject, teacher, class, ethnicity, special population and gender.

**Evaluation Data Source(s) 1:** Committee sign-in sheets / agenda / meeting notes  
Reports - Discipline Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Provide ongoing PBIS (Positive Behavior Support) professional development for all staff that includes strategies for classroom teachers based on data and staff input reviewed by the PBIS team.</p>		Principal Assistant Principal PBIS Committee Counselor Student Support Specialist	Agenda Sign-In-Sheet T-Tess Discipline Data Reduction in office referrals				
Funding Sources: 199 General Fund - 3000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Review expectations for school-wide expectations through rotations at the beginning of school, after the Winter Break, and after Spring Break.</p>		Principal Assistant Principal Student Support Specialist Counselor Staff	Reduction in referrals				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Increase positive scholar recognition which include: positive office referrals, positive phone calls home, good character announcements on the PA, school-wide scholar recognition ceremonies, and classroom as well as office treasure box for demonstration of positive behavior</p>		Principal Assistant Principal Counselor Student Support Specialist PBIS Committee	Increase in scholar positive recognition Reduction in number of office referrals Assemblies/Awards schedule				
Funding Sources: 199 General Fund - 2000.00							

4) Provide opportunities for scholars to have mentors thorough campus and community partnerships.		Principal Assistant Principal Counselor Parent Liaison	Mentor List Mentor Activities Decrease in number of office referrals Student Progress				
							

**Goal 2:** Excellence in every school:

1. Excellent System of Support and Acceleration
2. Safe and Secure Learning and Work Environments for All
3. Best-In-Class Specialized Programs

**Performance Objective 2:** Develop, monitor, and assess the effectiveness of the district mental health, safety and emergency plans.





**Evaluation Data Source(s) 2:** Quarterly Review of safety and emergency plan

Monthly tracking of drills in district system

Review of procedures for emergency drills

Discipline Data reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Review and practice the Crisis Management Plan with faculty and staff to ensure that all stakeholders are aware of their role in the event of a crisis.		Principal Assistant Principal School Nurse Counselor Crisis Team	Agenda Sign-In Sheet Dates on calendar				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2:** Excellence in every school:

1. Excellent System of Support and Acceleration
2. Safe and Secure Learning and Work Environments for All
3. Best-In-Class Specialized Programs

**Performance Objective 3:** Provide and reinforce character education opportunities to increase positive interactions among and between scholars and staff.

**Evaluation Data Source(s) 3:** Discipline Data (Referrals to the office)

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 6  1) Implement and provide a school wide program to develop social skills and character education.		PBIS Committee Counselor	Character Traits of the Month list Collaborative Lessons planned for the year				
	Funding Sources: 199 General Fund - 500.00						
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Provide professional development and communicate bullying protocol and district policy regarding bullying to staff, parents, and community members.		Principal Assistant Principal Counselor PBIS Committee	Agendas Sign-In Sheets Reduction of Bullying incidents Blokas Program for 4th and 5th Grade Scholars				
	Funding Sources: 211 Title I, Part A - 1255.00						

**Goal 3: High Performance from every employee by providing extended staff development beyond the work day and/or work week. Allow teams/teachers to attend outside staff development that is aligned to components in the Campus Needs Assessment (CNA).**

- 1. Excellent Leadership Teams in Every School**
- 2. Excellent Recruitment and Retention**





**Performance Objective 1:** Develop a plan to support and retain qualified personnel through coaching

District: 1) Design a Workforce Development team that exists to develop the capacity of teachers and campus administrators. Specifically, design the department to focus support on the following areas:  
 Pk-5 Literacy Applied Implementation, the SpringWay Systems, Structures, and Routines, and Pedagogy, Scholar Learning, and Instructional Alignment

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) We will survey our staff quarterly to ensure that their needs are being met and needed resources are being provided.</p>		Principal Assistant Principal	increase teacher retention				
Funding Sources: 199 General Fund - 5022.00, 211 Title I, Part A - 2786.00							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Increase the frequency of staff recognition and accomplishments through monthly celebrations, drawings, and teacher/staff of the month awards.</p>		School Secretary Sunshine Committee Principal	increase teacher retention list of staff receiving awards				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Provide a New Teacher Committee to promote campus involvement, mentor-ship, and professional learning. In addition, Work Force Development will provide Developmental Specialists to coach teachers with 0 to 3 years experience.</p>		Principal Assistant Principal Counselor	increase teacher retention				
Funding Sources: 211 Title I, Part A - 3774.79							

<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>4) We will provide quality, targeted staff development to ensure excellent instructional delivery for every student and excellent teacher development for every teacher and administrator.</p>		Principal Assistant Principal Coaches	increase teacher skill sets				
Funding Sources: 199 General Fund - 4000.00, 211 Title I, Part A - 34527.43							
5) Provide team building opportunities for staff throughout the school year.		Principal Assistant Principal	Events planned				
<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Through a partnership with the International Center for Leadership in Education (ICLE), coaching support will be provided for the Instructional Leadership team to utilize research-based best practices to increase the rigor, relevance, and relationship building.</p>		Principal Assistant Principal Instructional Specialist ICLE Specialists	<p>Result: An increase in teacher capacity with respect to creating lessons that are relevant to the lives of scholars and rigorous.</p> <p>Impact: Scholars who are academically on grade level and ready for the next level of instruction for the next school year.</p>				
<p align="center">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

## Goal 4: Engaged stakeholders in every community

### 1. Culture of High Community Engagement and Families as Partners

**Performance Objective 1:** Provide opportunities for parent and community involvement which promote academic achievement and school spirit.

District: 1) Empower parents to support achievement of scholars by offering the following adult support classes:

Language Acquisition/ESL

Intermediate and Instructional Technology

Nutrition & Healthy Eating

Language Acquisition/Spanish Classes

2) Host a variety Parent and Community events to foster a positive relationship with Spring ISD.

Funding Source-Title I, Part A-\$10,000

**Evaluation Data Source(s) 1:** Increased parent and community involvement in all areas.

District: 1) Empower parents to support achievement of scholars by offering the following adult support classes:

Language Acquisition/ESL

Intermediate and Instructional Technology

Nutrition & Healthy Eating

Language Acquisition/Spanish Classes





2) Host a variety Parent and Community events to foster a positive relationship with Spring ISD.

Funding Source-Title I, Part A-\$10,000

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Increase opportunities for parent and community involvement and incentives through a variety of events created by collaborative stakeholder/committees.		Principal Assistant Principal Counselor Parent Liaison	Schedule Calendar of Events Increase in parent/community participation				
Funding Sources: 199 General Fund - 2273.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Increase communication with parents, staff, and community members through monthly newsletters, school website, school messenger system, Remind 101, and social media.</p>		<p>Principal Assistant Principal Counselor Librarian Media Specialist Staff</p>	<p>Publications Website Phone logs Increase in communication for all stakeholders</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**Goal 4:** Engaged stakeholders in every community

1. Culture of High Community Engagement and Families as Partners

**Performance Objective 2:** Provide district and campus opportunities which encourage and support parental involvement in the education of their scholars.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Create a plan for communicating with parents and community regarding curriculum standards, behavioral expectations, how to volunteer at BUES, and how to utilize the parent compact.		Principal Assistant Principal Counselor Parent Liaison					


## Goal 5: Opportunities and choice for every family.

**Performance Objective 1:** Decrease the number of parents who feel that teachers do not give timely and helpful feedback on student progress from 27% to 17%.

No district equivalent.

**Evaluation Data Source(s) 1:** Parent surveys, records of teacher-parent communication, records of school-home communications, sign-in sheets for parent meetings

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Utilize multiple modes of communication to parents, including the school website, Class DoJo/Remind 101, and Thursday folders.		Teachers, administrators, webmaster	An open line of communication to parents will result in improved parent engagement .				
Problem Statements: Perceptions 1							
<b>Critical Success Factors</b> CSF 5	3.1, 3.2	Principal Counselor/Parent Engagement Liaison	An increase in parent engagement correlates to improved student achievement				
2) Facilitate a variety of events, activities and opportunities for parent engagement on campus.							
Problem Statements: Perceptions 1							
							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 68% of parents say teachers give timely and helpful feedback. <b>Root Cause 1:</b> There is not a school-wide expectation/process for when and how to communicate with parents and community members.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate specific curriculum and instructional strategies to enhance Math instruction for scholars served in special education and African American scholars in addition to any struggling scholar being served in General Education in grades 3-5.
1	1	2	Incorporate specific curriculum and instructional strategies to enhance Reading instruction for scholars served in Special Education and African American scholars as well as struggling scholars in regular education in grades 3-5. T
1	1	3	Implement writer's workshop across the campus in grades K-5 in order to raise writing performance for each individual student. Specifically, in grades 3-5, teachers will redesign writing units to incorporate Lucy Calkins writer's workshop. These writing strategies will support all students including ELL, special education, and other struggling writers. Literacy coach will come four times a week to provide coaching and support in the classroom in grades PK - 2. Instructional Specialist will come three times a week to provide coaching and support in the classroom in grades 3 - 5. August, September, October and November coaching focus: creating Writer's Workshop classroom environment based on the Lucy Calkins Writer's workshop curriculum. August through May coaching focus: revising and editing ensuring grammar is taught in context to allow a deeper understanding of writer craft using mentor fiction and non-fiction text. We will incorporate after school tutorials for struggling students. Supplemental resources will include STAAR Master, Kamico, Gretchen Bernabie, Empowering Writers, and Forde Farrier Writing.
1	1	4	K-5 PLCs will create plans for all ELA classrooms to devote at least 45 minutes daily to writer's workshop focused on daily student writing and ongoing writing conferences with teachers providing quality feedback about ways to improve student's writing.
1	1	5	Implement the language and literacy Framework (A) Word Study and (B) Reading Workshop. August and September coaching focus: creating rotations of blended learning based on the Daily 5 and setting up reader's centers. October and November coaching focus: supporting teachers with successfully creating a language and literacy Framework in the classroom environment based on Fountas and Pinnell and the Neuhaus instructional framework for teaching and leading literacy. Supplies will include reading mirrors to demonstrate proper mouth formation for sounds and plastic alphabet letters for letter and sound recognition and fluency. November through May Coaching focus is data driven perfecting exit tickets and common assessments to meet the needs of all students based on TLAC checks for understanding.
1	1	6	Incorporate the computer based programs, Education Galaxy, Study Island, Think Through Math, IXL as well as STAAR Master - Quick Review Math, and Kamico resources to enhance reading and math instruction for scholars served in Special Education as well as struggling regular education students.
1	1	9	Support in the utilization of the Reading Rosie district level program and the Pre-K Frog Street curriculum to ensure pre-reading skills with a focus on literacy for Pre-Kindergarten and Kindergarten students.
1	1	10	Renaissance Learning K-5 Bilingual scholars and educators will set personalized reading goals based on their reading level for scholars using Renaissance Learning.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	6	1	Renaissance Learning K-5 Bilingual scholars and educators will set personalized reading goals based on their reading level for scholars using Renaissance Learning.
3	1	4	We will provide quality, targeted staff development to ensure excellent instructional delivery for every student and excellent teacher development for every teacher and administrator.
3	1	6	Through a partnership with the International Center for Leadership in Education (ICLE), coaching support will be provided for the Instructional Leadership team to utilize research-based best practices to increase the rigor, relevance, and relationship building.

# State Compensatory

## Budget for Burchett Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
1999111192458	6118 Extra Duty Stipend - Locally Defined	\$5,500.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
<b>6100 Subtotal:</b>		<b>\$5,500.00</b>
<b>6300 Supplies and Services</b>		
1999111192458	6321 Textbooks	\$3,000.00
1999111192458	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$5,000.00</b>
<b>6400 Other Operating Costs</b>		
1999111192458	6494 Reclassified Transportation Expenses	\$1,000.00
<b>6400 Subtotal:</b>		<b>\$1,000.00</b>

**Personnel for Burchett Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Murray-Sadler	Math Coach (District Funded)	SCE	1.0
Crystal Carrier	DAEP Paraprofessional (District Funded)	SCE	1.0
Debra Pennaman	DAEP paraprofessional (District Funded)	SCE	1.0
Delia Maddux	Pre-Kindergarten Aide (District Funded)	SCE	1.0
Jewel Jefferson	Administrator - DAEP (District Funded)	SCE	1.0
Marlan Wright	DAEP Teacher (District Funded)	SCE	1.0
Shirley Prestwood	School Support Specialist (District Fund	SCE	1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school conducts a comprehensive needs assessment. Burchett ES establishes a campus-level planning and decision making committees to review, monitor and assess the impact of programs, instruction, and other resources related to the challenging State academic standards. The committees meet 4 times a year.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Where necessary, Burchett ES attempts to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. Burchett has a planning team that includes parents, teachers, community representative, and a business representative. The team reviews and monitors the CIP to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

### **2.2: Regular monitoring and revision**

Burchett ES regularly monitors and receives (evaluation) as necessary based on student needs. Also, the CIP Committee Members meet 3 times a year ( Oct, Jan, and Apr.) for formative strategies reviews and 1 time a year (July) for a summative review.

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by Texas Education Agency (TEA) and SPRINGISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work done during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations to a safe and disciplined environment for teaching and learning.

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

The CIP is available in the school's website and parent meetings for parents and the public. Also, a hard copy is given to all teachers.

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

Burchett ES develops a Campus Improvement Plan that includes reform strategies to address school needs.



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

Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education:

Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are the four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational res meet rigorous standards and will be the focus area in 2018-2019. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade DRA, Circle Screeners, Study Island, as well as campus and district assessment. Third through fifth grade focus on STAAR, Education Galaxy, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major as: ELL students. Weekly grade level PLCs are held with the principal, campus curriculum specialist, Literacy Coach and Math Coach. Professional Learning Comr allow teachers to collaborate on all matters related to student learning. The sharings of each other's talents and thinking and a focus on the right PLC members doing whatever it takes to improve student performance.

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

Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards:

Student progress is monitored either as prescribed by the intervention at 4-6-week intervals depending on individual students' needs. The RtI committee meetings are held once each month during professional learning time. The data from campus and district assessments are used to identify students performing below grade level. Questions are asked about what is being done to address these student's needs. Are they making progress? What are being used? What parent communication is being conducted? These meetings are held by the Student Support Specialist and the principal and/or the assistant principal. Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student the RtI process. Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or

behavioral intervention during the school day is in place. For the last four years, the campus implemented "WOW Time" for all staff and students 45-minute time period is designated for prescriptive interventions based on individual student needs.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

The CIP is available in the school's website and parent meetings for parents and the public. Also, a hard copy is giving to all teachers.

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

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment to student learning. Administrators and teachers meet on a daily basis to discuss matters related to providing positive school culture and climate. Liaison representative bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrator staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships building, and motivation.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janice Harkins	Librarian	Title 1	.5
Jessica Keelan	Literacy Coach (District Funded)	Title 1	1.0
Vickie Bacon	Instructional Specialist	Title 1	.5

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yvette Casas	Principal
Administrator	Matthew Duncan	Assistant Principal
Classroom Teacher	Richard Smith	Teacher
Classroom Teacher	Meagan Gutierrez	Teacher
Classroom Teacher	Latrice Jones	Teacher
Classroom Teacher	Cortney Groce	Teacher
Non-classroom Professional	Carla Sadler	Non-Classroom Professional
Non-classroom Professional	Cristina Olabarrieta	Non-Classroom Professional
Parent	Amanda Brogan	Parent
Community Representative	Audrey Murray	Community Member
District-level Professional	Melissa Lynch	District Level Professional
Business Representative	Sokeo Keopenchan	Paraprofessional / Business Owner
Business Representative	Liz Stevens	Business Owner

## Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Printing Services	19991111911396295.00	\$700.00
1	1	1	Resources for Teachers in Grades 3-5	19991111911396399.	\$1,300.00
1	1	2	Library Media Specialist (District Funded)		\$0.00
1	1	2	Library Books (Library)	19991211999396325.35	\$4,500.00
1	1	2	Magazines (Library)	199912119999396329.00	\$650.00
1	1	3	Books	19991111911396325.00	\$680.00
1	1	4	Resources for Teachers in Grades K-2 and Special Education	19991111911396399	\$1,850.00
1	1	6	Instructional Materials	19991111911396321.00	\$2,625.00
1	1	6	General Supplies	19991111911396399.00	\$5,650.00
1	1	10	Instructional Materials	19991111925396321.00	\$8,445.00
1	2	1	Extra Duty Pay - PVA	19991111911396118.00	\$2,500.00
1	2	1	General Supplies	19991111911396399.56	\$400.00
1	2	2	\$600 (\$100 per grade level team) to purchase PE equipment to implement structured recess.	1999111191139	\$600.00
1	3	1	\$1000 for attendance incentives for students		\$200.00
2	1	1	Discipline Management	199911191139MG6128.	\$3,000.00
2	1	3	General Supplies - Certificates / Awards	19991111911396399.00	\$2,000.00
2	3	1	General Supplies - Counselor	1993111999396399.00	\$500.00
3	1	1	Printers	19992311999396398	\$1,300.00
3	1	1	General Supplies	19992311999396399.	\$2,000.00
3	1	1	Travel Staff	19992311999396411	\$1,222.00
3	1	1	Clinic Supplies	19993311999396399	\$500.00
3	1	4	ECS Region Services	19991311999396239.00	\$1,000.00
3	1	4	Travel Staff	19991311999396411.00	\$500.00

3	1	4	Miscellaneous Operating - Food/Snacks for PD	19991311999396499	\$1,500.00
3	1	4	Membership Dues	19992311999396495	\$1,000.00
4	1	1	Raptor Misc. Contracted Services	19995211999396299.	\$495.00
4	1	1	RICOH - Operating Lease	19992311999396269.	\$1,778.00
<b>Sub-Total</b>					\$46,895.00
<b>Budgeted Fund Source Amount</b>					\$46,895.00
<b>+/- Difference</b>					\$0

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Coach (District Funded)		\$0.00
1	1	1	Student Support Specialist (District Funded)		\$0.00
1	1	8	Teacher Tutors	19991111924586118.TU	\$5,500.00
1	1	8	High Noon Books - Reading Comprehension	19991111924586321.00	\$839.70
1	1	8	General Supplies	199991111924586399.00	\$2,000.00
1	1	8	After School Transportation Home	1999111192458	\$1,000.00
1	1	8	Lakeshore - Reading Materials	19991111924586321.00	\$521.53
1	1	8	Evan Moor - Language and Literacy Centers and Math Centers	19991111924586321.00	\$464.81
1	1	9	Pre-Kindergarten Aide (District Funded)		\$0.00
<b>Sub-Total</b>					\$10,326.04
<b>Budgeted Fund Source Amount</b>					\$11,500.00
<b>+/- Difference</b>					\$1,173.96

**211 Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lakeshore Learning Resources	21191111930516321.00	\$1,132.40
1	1	1	Instructional Specialist (.5)		\$28,750.00
1	1	1	Instructional Materials	21191111930516321.	\$9,579.77
1	1	2	Instructional Specialist (.5)		\$0.00
1	1	2	Lakeshore Reading Materials	2119111193051	\$2,695.93

1	1	2	Literacy Coach		\$0.00
1	1	3	Literacy Coach		\$0.00
1	1	3	Instructional Specialist		\$0.00
1	1	4	General Supplies	21191111930516399.	\$5,000.00
1	1	6	Books	2119-11-115-30-51-6321.SS	\$4,287.82
1	1	6	Study Island License	21191111930516321.55	\$5,694.04
1	1	7	Tutors		\$0.00
1	1	7	Instructional Materials for Tutors - paper, pencils, notebook paper, dry erase markers, and erasers	21191111930516399.00	\$4,124.94
1	1	11	Transportation Expense	21191111930516494.	\$5,000.00
1	4	1	Library Media Specialist (.5) District Funded		\$0.00
1	4	1	Lead Like a Pirate	21191311930516325.00	\$199.60
1	4	1	Teach Like a Pirate	21191311930516325.00	\$359.28
2	3	2	Parental Involvement Programs	21196111930516321.PI	\$1,255.00
3	1	1	Computers / ELMOs	21191311930516398.	\$2,786.00
3	1	3	Travel - Staff	21191311930516411.	\$3,774.79
3	1	4	Substitutes - Professional	21191111930516112.	\$25,000.00
3	1	4	ESC Region Service	21191311930516239.	\$2,000.00
3	1	4	Misc. Contract Services		\$5,000.00
3	1	4	Books - Teach Like a Pirate and Lead Like a Pirate	21191311930516325	\$558.88
3	1	4	Empowering Writers	21191311930516411.00	\$1,820.75
3	1	4	Books - Get Better Faster	21191311930516325	\$147.80
<b>Sub-Total</b>					\$109,167.00
<b>Budgeted Fund Source Amount</b>					\$109,167.00
<b>+/- Difference</b>					<b>\$0</b>
<b>263 Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	1	Funds for Scholar Needs (LEP)		\$8,445.00

	<b>Sub-Total</b>	\$8,445.00
	<b>Budgeted Fund Source Amount</b>	\$8,445.00
	<b>+/- Difference</b>	<b>\$0</b>
	<b>Grand Total</b>	\$174,833.04