EVERY STUDENT SUCCEEDS ACT (ESSA) PUBLIC LAW 114-95 TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

School Name: Burch Creek Elementary

LEA Name: Weber School District

Date: Select One: Initial Plan ☑ Plan Revision ☐

A comprehensive Title I schoolwide program plan must be developed or revised with the meaningful involvement of parents, other members of the community, and individuals who will carry out the implementation of the plan, including teachers, principals, other school leaders, paraprofessionals, the local educational agency (LEA), and to the extent feasible, tribes and tribal organizations present in the school community. If the plan is for a secondary school, students should be involved. If appropriate, specialized instructional support personnel, technical assistance providers, school support staff, and other individuals selected by the school may be involved in the plan development (Section 1114(b)(2)). Title I

Schoolwide Planning Team	Name	Signature
Principal	Richard Proffer	
Administrative Intern	Chance Adams	
LEA Title I Director	Lori Rasmussen	
Faculty Member (Title 1 Coordinator)	Angela Snowden	
Faculty Member (Teacher)	Jessica Volpe	
Faculty Member (Teacher)	Charity Wardleigh	
Parent	Angeline Garbett-Marcotte	
Parent	Seth Robinson	
Parent	Jenny Weller	

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

LEA Title I Director, Lori Rasmussen Signature_____ Date_____

Principal, Richard Proffer Signature_____ Date 11/20/20

Page 1. Updated August 2018 by USBE Title I

EVERY STUDENT SUCCEEDS ACT (ESSA) PUBLIC LAW 114-95 TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

A comprehensive Title I schoolwide plan is designed to assist students in meeting Utah State Standards and guides ongoing systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114 (b)(6) Schoolwide). Schools that were operating schoolwide plans under the *No Child Left Behind Act (NCLB) of 2001* should revise their Title I, Part A Schoolwide Plans to include the new requirements under the *Every Student Succeeds Act (ESSA) of 2015*.

USBE developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this specific template is not required, it is strongly encouraged.

After your school establishes a required schoolwide planning team, review the four components of the schoolwide plan template. These include: (1) A Comprehensive Needs Assessment, (2) Schoolwide Reform Strategies, (3) Activities to Ensure Mastery, and (4) Coordination and Integration.

As you develop the schoolwide plan for your school, use the Plan, Do, Study, Act improvement cycle described on page seven. You should review and update the schoolwide plan on an annual basis to ensure it meets the needs of students.

Please review the following guidance documents from the U. S. Department of Education prior to and during the development of a schoolwide Title I plan:

Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program – September 2016

Using Evidence to Support Education Investments – September 2016

Component One – Needs Assessment §1114(b)(6)

Schools implementing a schoolwide Title I program must conduct a comprehensive needs assessment of the entire school. The needs assessment takes into account information on the academic achievement of students in relation to the State's challenging academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the academic standards and any other factors as determined by the local educational agency.

The comprehensive needs assessment is a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school that affect student performance. The key is identifying student needs through a variety of information-gathering techniques. Thus collecting and analyzing student data in relation to challenging State academic standards. The needs assessment also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state academic standards.

In its needs assessment, schools must describe students' demographics, levels of achievement, family engagement, school culture and climate, and staffing. A data analysis summary must be included, which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students

A needs assessment includes measurable outcomes, and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs. Needs assessments include both the LEA's and the school's priorities.

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What concerns identified on the needs assessment are from the following areas?

Student Proficiency and Growth in Academic Areas
Gaps Between Student Groups o Transitions Between Grades and/or Schools
Professional Development
Schoolwide Tiered Models of Instruction
Parent and Family Engagement
Behavior and Discipline
Well-Rounded Education

Component Two–Schoolwide Reform Strategies §1114(b)(7)(A)(i)-(ii)

Schoolwide Title I programs must have a schoolwide focus. Schoolwide programs should focus on supporting all students within the school, including each disaggregated student group, in meeting the challenging state academic standards. ESSA includes a focus on a well-rounded education. There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, and mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

ESSA requires the implementation of evidence-based activities, strategies, or interventions (Section 8101 (21)(A)). Identify and describe the evidence-based schoolwide reform goals and strategies, directly aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Provide information on how the selected evidence-based strategies will increase student achievement in underperforming disaggregated student groups. Describe how the reform strategies will be evaluated for effectiveness.

Outline staffing plans, professional development strategies, and intended measurable outcomes. The plan must show how you will increase the quality and quantity of learning. This includes detailing specific programs and activities that meet the evidence requirements under the ESSA. The following guidance document from the U. S. Department of Education provides information about the levels of research evidence required:

Using Evidence to Support Education Investments Guidance – September 2016

ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016

The following resources may assist in reviewing and identifying evidence-based practices, strategies, and interventions:

- Evidence for ESSA - developed by Johns Hopkins University (categorized in ESSA evidence tiers; currently includes reading and mathematics but will soon include science, writing, and behavior interventions)
- RAND report on school leadership interventions under ESSA - (categorized in ESSA evidence tiers)
- An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement – developed by the Florida Center on Reading Research
- What Works Clearinghouse - developed by the U. S. Department of Education's Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included meet the most rigorous evidence criteria)
- Results First Clearinghouse Database - developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

- Best Evidence Encyclopedia - developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- Using Evidence to Create Next Generation High Schools - developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- Roadmap to Evidence Based Reform for Low Graduation Rate High Schools - developed by the Every Student Graduates Center at Johns Hopkins University
- Results for America Evidence in Education Lab
- Center on School Turnaround at WestEd/

Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))?

○ Does the plan address English, reading, writing, science, technology, engineering, mathematics, civics and government, economics, the arts, history, government, engineering, health and other subjects?

- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students who need more challenging curriculum and instruction as well as those who are struggling?
- Include specific ways in which the school will reach each level of reform?
- Were staffing plans, recruitment and retention of teachers, and professional learning strategies addressed?
- Outline strategies to improve academics for all students?
- Does the plan detail how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school has been identified for improvement under State (School Turnaround) or Federal (Title I) requirements how do the strategies in the schoolwide Title I plan incorporate evidence-based practices to improve performance?

Component Three–Activities to Ensure Mastery §1114(b)(7)(iii)

A schoolwide plan upgrades the entire school program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Schools may choose to meet non-academic needs in addition to the academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling
- School-based mental health support
- Specialized instructional support services
- Mentoring
- College and career readiness (e.g., AP, IB, dual or concurrent enrollment) ○ Tiered behavioral support
- Early intervening services coordinated with services under IDEA
- Preschool transition support to elementary school
- Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction
- Professional learning opportunities for teachers, paraprofessionals, and staff on use of data
- Intensive academic support for students
- Recruitment and retention of effective teachers

Guidance documents:

Using Evidence to Support Education Investments Guidance – September 2016

Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016

Guiding Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will be implemented to help at-risk students remain or get back on track?
- What is the school doing to help students in danger of dropping out or falling behind on mastery of key skills?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs, and activities, including: ○ Counseling and school-based mental health support

Component Four–Coordination and Integration §1114(b)(7)(B)

The schoolwide Title I plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will leverage under the plan. If the school is in improvement under State Turnaround or Title I, ensure the plan addresses school improvement efforts and any additional school improvement funds received.

Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance–September 2016

Guiding Questions

- How does the plan leverage resources (i.e., fiscal, human, time) to improve student outcomes?
- How will the school coordinate funds from federal, state, and local sources to improve the schoolwide plan?
- Does the plan make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan leverage funding streams to connect the reform strategies developed?
- Does the plan outline how the school will meet the intents and purposes of each funding source?
- Does the plan outline how funds from Title I and other state and federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If the school has been identified for improvement: ○ Does the plan include school improvement funds? ○ How are the Title I schoolwide funds being leveraged to support school improvement efforts?

For more information on Active Implementation (AI) please refer to the National Implementation Research Network's AI Hub.

Plan Do Study Act Cycle

Plan: *Identify purpose, desired outcomes, and success criteria*

- Engage key stakeholders in the planning process. (*e.g. teachers who lead instructional teams, special educators, English language development teachers, parents representing the diversity of student body, principal, administrator from "feeder pattern" school, district administrator, tribal representative if applicable), secondary students if applicable*)

- Collect and review academic and non-academic data (*e.g. achievement, demographics, surveys, attendance, discipline, etc.*).
- Identify and review evidence-based practices.
- Analyze and evaluate Tier I core instruction, tiered instructional support, data-based decision-making, school climate, systems support, and implementation of best practices.
- Determine how to measure progress on a regular basis.

Do: ***Implement intended outcomes***

- Develop the plan with goals in S.M.A.R.T. Goal format (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) to articulate both the evidence supporting the strategy and the measurable outcomes for students and educators.
- Provide professional development as needed.
- Provide coaching to support instructional staff in effectively implementing new practices.
- Document the process—highlight strengths and challenges.
- Continue to collect and review data.
- Observe and seek feedback on the process.

Study: ***Reflect on implementation of intended plan and student outcomes***

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended?
- What modifications were made to the plan along the way?
- Does the data gathered support staff assumptions about strengths and needs?
- Are there information gaps? Are there implementation gaps? What more do we need?
- What priorities does the information suggest?

Act: ***Identify action steps to make adjustments to the original plan***

· What adjustments/modifications should be made? · How can we improve the effectiveness of our program?

Comprehensive Needs Assessment

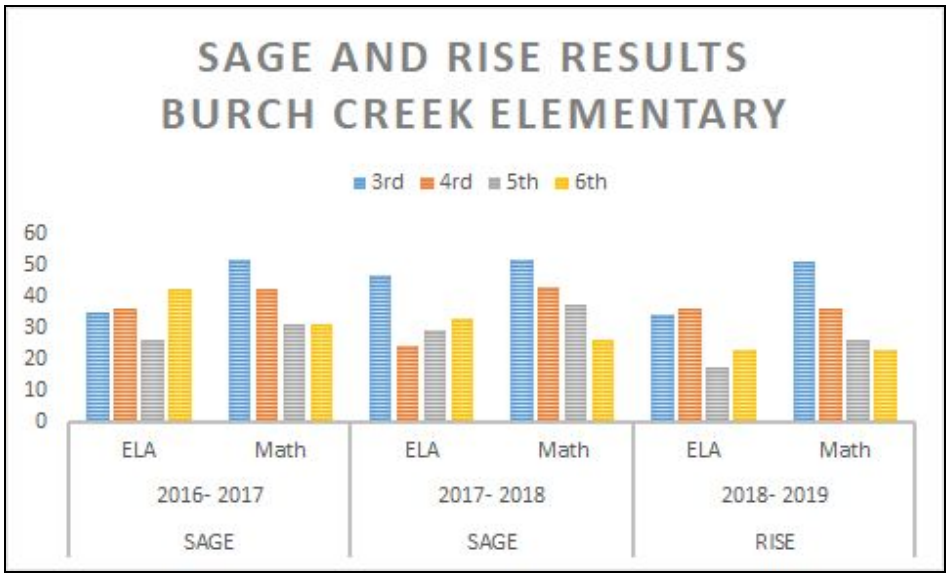
ESSA Sec. 1114(b)(6)

Schoolwide Title I schools must conduct a comprehensive needs assessment of the entire school, based on information about the performance of students in relation to Utah's academic State Core Standards. Quality needs assessments include multiple sources of both quantitative and qualitative data. Sources include:

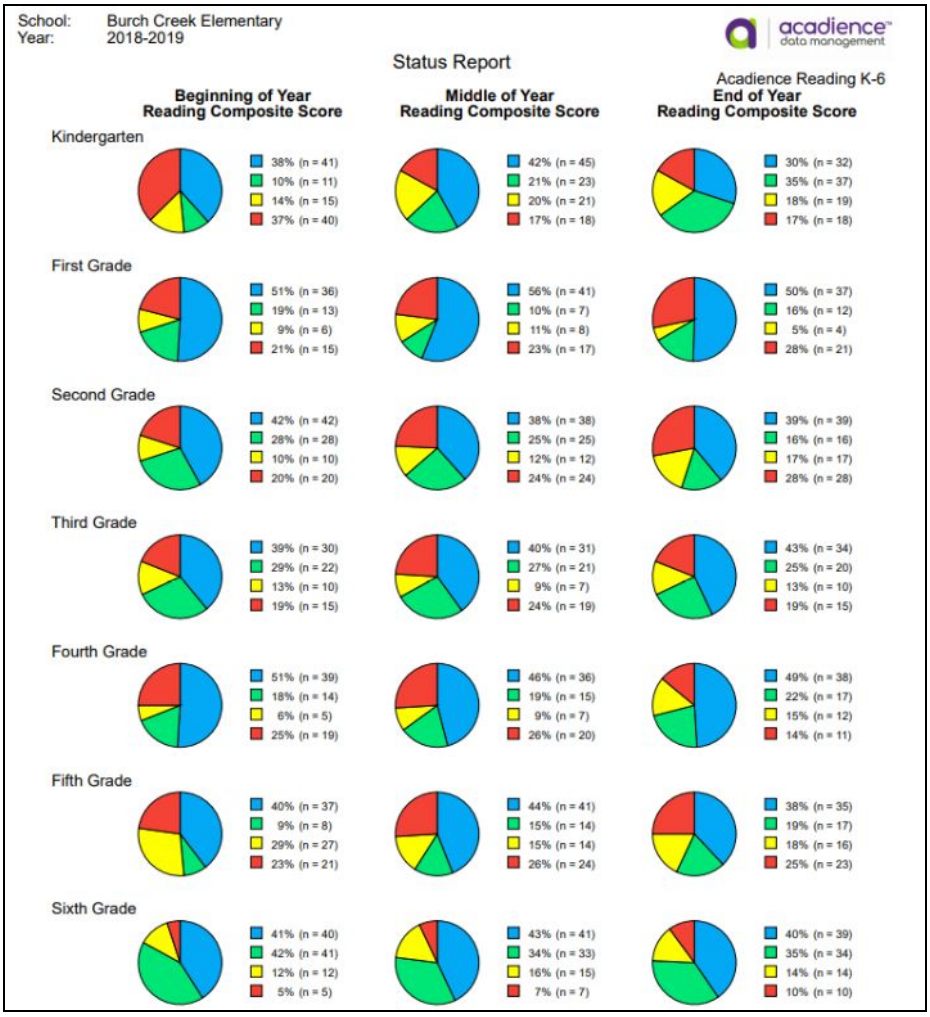
Student achievement trends, including both proficiency and growth in core academic subjects

***** Due to COVID-19 and as a result of state-wide school building closure, the Utah State Board of Education made the decision to forego certain statewide tests in Spring 2020.

2018/2019 RISE data is the most current we have because of school closure in the spring of 2020.

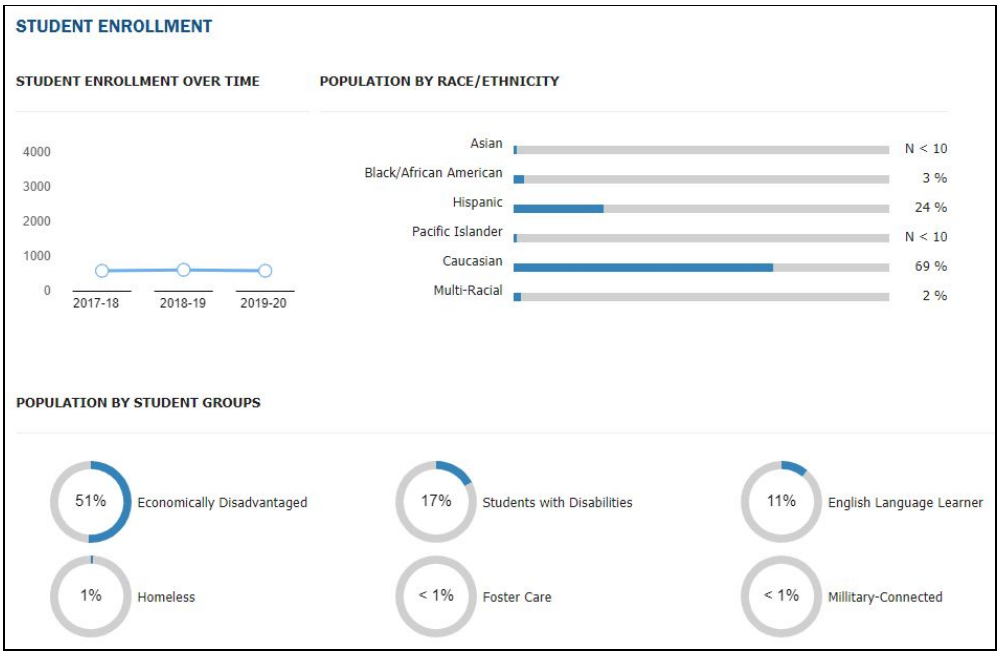


Percentage of Students Proficient in Burch Creek 2018- 2019					
ELA		Math		Science	
Grade	Percent of Students Proficient	Grade	Percent of Students Proficient	Grade	Percent of Students Proficient
Grade 3	34%	Grade 3	51%	Grade 3	N/A
Grade 4	36%	Grade 4	36%	Grade 4	27%
Grade 5	17%	Grade 5	26%	Grade 5	28%
Grade 6	23%	Grade 6	23%	Grade 6	34%



2018/2019 On or Above Grade Level			
Grade	BOY	MOY	EOY
Kindergarten	48%	63%	65%
First	70%	66%	66%
Second	70%	63%	55%
Third	68%	67%	68%
Fourth	69%	65%	71%
Fifth	49%	59%	57%
Sixth	83%	77%	75%

Parent Survey Results	*Please see attached Parent Survey report
Graduation rates (high schools)	N/A
Demographic data	



Enrollment by Grade October 2020						
K	1st	2nd	3rd	4th	5th	6th
81	86	91	70	93	77	76

Enrollment by Gender		
Male		Female
290		284

Enrollment by ELL and Special Education		
ELL		Special Education
61		79

School climate	At Burch Creek Elementary we work together to support a positive climate for students, families, and staff. Our PTA is active and provides support to both our staff and families. They offer families many activities and programs to help encourage parent engagement in the school. Some of the programs or activities include: • **Watch DOGS** are dads of great students that volunteer in our classrooms and around the school. • **Parent nights** create opportunities for students and parents to spend quality time together creating memories. • **Parent volunteers** support individual classrooms, classroom parties, and around the building with vision screenings, book fairs, red ribbon week, Christmas store, patriotic week, teacher appreciation days, etc. ***While our PTA continues to support our families and staff, adjustments and deferrals to some programs have been made- due to Covid 19 risk mitigation and limiting the number of people in the building.** We have recently adopted a schoolwide program, The Leader in Me, to not only teach principles and character building through leadership opportunities for our students, but to also learn about and use them as staff members. The lessons on the 7 habits are taught by the classroom teacher and reinforced throughout the school. This evidence-based approach empowers students with the leadership and life-skills they need to be successful in today's world. Burch Creek has a MTSS model where explicit expectations, rules and standards are taught with fidelity so all students and teachers know what is expected of them, receive instructions in a common language, and what rules to follow in each area of the school (hallways, classrooms, lunchroom, playground, etc.) Students receive positive reinforcement through Barracuda Bucks for following expectations and Barracuda Rules. The students trade the Barracuda Bucks for varying rewards on a regular schedule. Art is an integral part of the Burch Creek community- both performing arts and fine arts. Students in grades 1-6 work on musical numbers which are performed for both the student body and within the community through our school choir and school musical. Students explore a variety of techniques and mediums with a certified art teacher as they integrate art with grade level curriculum. Artwork is produced and displayed throughout the school. ***While art remains a priority at Burch Creek, adjustments have been made to our art program- due to Covid 19 risk mitigations and limitation of number of people in a confined area, we have had to suspend choir and the school musical, but hope to resume them in the near future.** STEM is an important focus at Burch Creek with hands-on learning in science, technology, engineering , and math. Burch Creek has an engineering lab where students can use a variety of materials to build and investigate. Community

<table>
<tr><td></td><td>partners work with students and teachers in supporting student engagement and learning through VEX robotic clubs, STARBASE, and STARBASE 2.0, and Series classes.
*While STEM remains a priority at Burch Creek, adjustments have been made to our program- due to Covid 19 risk mitigations and sanitation we have had to suspend VEX robotics and our engineering lab, but hope to resume them in the near future.

Burch Creek's Child Study Team meets at least monthly to support individual students and identify their needs with academics and behavior. The team meets to discuss strengths, needs, analyze data, and to formulate a plan to support the student and the classroom teacher.

Student attendance is valued and we recognize the impact absences have on academics. Burch Creek's attendance aide reviews attendance data from the previous year and identifies students at risk for absenteeism. She tracks absences and reaches out to families to find how to best support them in getting students to school.

Student safety is a priority and we have put an emergency plan in place to protect students in any given situation such as fire, earthquakes, critical incidents, lockdowns, and lockouts. Students train for unique situations that they may encounter. All doors, except the main entry doors, remain locked throughout the school day so that all coming into the school must check in through the office.
*While safety remains a priority at Burch Creek, adjustments have been made to student training- due to Covid 19 risk mitigations and limiting the number of students in any given area.

The support and engagement of Burch Creek parents is highly valued. Parents are regularly welcomed at Burch Creek for class and grade level activities, field trips, SEPs, volunteering opportunities, PTA activities, etc.
*Parent engagement within our school community continues to be a valued part of Burch Creek. Due to Covid-19 risk mitigation and the limitation of the number of people in the building, we have had to suspend many of these activities, but hope to resume in the near future.</td></tr>
<tr><td>Course-taking patterns (secondary)</td><td>N/A</td></tr>
<tr><td>Teacher and paraprofessional qualifications</td><td>Teacher Quality Report
Total Certified Staff: 36
<table>
<tr><th>Bachelor's Degree</th><th>Master's Degree</th><th>Math/STEM Endorsements</th><th>Reading Endorsement</th><th>ESL Endorsement</th></tr>
<tr><td>37</td><td>21</td><td>10</td><td>7</td><td>5</td></tr>
</table></td></tr>
</table>

Teacher/Staff	Grade Level or Assignment	Degree		License Level
		Bachelor	Masters	
Proffer, Richard	Principal	✔	✔	2
Adams, Chance	Administrative Inter	✔	✔	2
Snowden, Angela	Title 1 Coordinator	✔	✔	2
Conde-Aguero, Rosa	Counselor	✔	✔	2
McMahon, Tina	Alt. Kindergarten	✔		2
Browning, Kristen	Kindergarten	✔		2
Cloward, Laurel	Kindergarten	✔		2
Gordon, Melony	Kindergarten	✔		1
Harris, Sarah	Kindergarten	✔		2
Rabe, Betty	Kindergarten	✔		2
Dube, Holly	1st	✔	✔	2
Hunter, Tina	1st	✔		2
Rumsey, Rebekah	1st	✔		2
Sorenson, Marianne	1st	✔	✔	2
James, Angela	2nd	✔	✔	2
Meadows, Marissa	2nd	✔	✔	2
Tanner, Megan	2nd	✔		2
Volpe, Jessica	2nd	✔	✔	2
Aschliman, Christie	3rd	✔	✔	2
Cooper, Diane	3rd	✔		2
Kemp, Karalee	3rd	✔	✔	2
Barrow, Lisa	4th	✔		Assoc.
Holgate, Alexis	4th	✔		1
Messerli, Melinda	4th	✔	✔	2

Wardleigh, Charity	4th	✔	✔	2
Caballero, Natalie	5th	✔		1
Jorgensen, Dawn	5th	✔	✔	2
Morwood, Kaitlyn	5th	✔		2
Lee, Audria	6th	✔	✔	2
Sanchez, Valerie	6th	✔	✔	2
Rodenbough, Micah	6th	✔	✔	2
Thomas, Lori	Art Education	✔	✔	1
Dibble, Rebecca	Special Education	✔	✔	2
Smith, Cherrie	Special Education	✔		2
Cabellerro, Pilar	ESL Teacher	✔		2
Anderson, Jeanine	Reading Specialist	✔	✔	2
Ord, Michelle	Speech/Lang Tech.	✔	✔	2

Paraprofessional Quality Report				
Portfolio	Associate Degree Equivalency	Associates Degree	Bachelor's Degree	Test
2	1	2	7	3

Staff	Assignment	Highly Qualified	Highly Qualified Status In Progress
Coria, Veronica	SPED Paraprofessional	✔	
Cumins, Annette	Paraprofessional	✔	
Frandsen, Tiffanie	Paraprofessional	✔	
Hansen, Jenn	Paraprofessional	✔	
Hurst, Katie	SPED Paraprofessional	✔	

	<table><tr><td>Hyde, Brenna</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Mcfadden, Mackenzie</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Martinez, Jenene</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Peay, Jade</td><td>SPED Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Robinson, Alisha</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Robinson, Becky</td><td>SPED Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Robinson, Jalaire</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Syme, Tracy</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Taylor, Denise</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Trimble, Madison</td><td>SPED Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Whitehead, Jeri</td><td>Paraprofessional</td><td>✔</td><td></td></tr><tr><td>Woolf, Marilyn</td><td>Media Specialist</td><td>✔</td><td></td></tr></table> All teachers at Burch Creek Elementary are highly qualified. Each teacher has a Bachelor's degree and all are certified by the State of Utah, which meets the requirements under section 1119. Twenty-one of thirty-seven teachers have their Master's degrees, five teachers have an ESL endorsement, seven teachers have a reading endorsement, and ten teachers have their Math/STEM endorsement. Three teachers are provisional in their first three years of teaching. Burch Creek has seventeen paraprofessionals working with students in core subjects. All paraprofessionals meet the highly qualified requirements. Paraprofessionals work under the direct supervision of a certified teacher and the principal when working with students and are receiving ongoing training on instructional strategies and assessments.
Instructional practices	At Burch Creek Elementary, we use evidence-based strategies, practices, programs, and activities. We have district adopted curriculum to provide teachers with a scope and sequence as well as a systematic approach to teaching the Utah Core Standards. Essential Learning Targets (ELTs) and guidelines for timelines are also provided to support teachers. Students are provided multiple opportunities for response, high engagement opportunities, ongoing monitoring, and support.

Teachers address the needs of students through the use of both whole group and small group instruction. Math and reading paraprofessionals also help to provide individualized and small group instruction to support student needs.

Our teachers use district provided materials for math instruction, reading instruction, and science instruction.
We use the Journeys (K-6) and Collections (6th) program by Houghton Mifflin for ELA instruction. To support additional phonics development we use Reading Horizons and the phonics section of the Journey's program by Houghton Mifflin. Engage NewYork materials are used for math instruction to develop the deeper thinking and problem solving abilities of our students.
Amplify science curriculum is used to support hands-on activities and phenomena based instruction for students in developing a deeper understanding of grade level science curriculum.

As a school, we review data from the previous year, such as RISE, Acadience Reading Assessment, benchmarks and KEEP to determine how we adjust our instruction to meet the needs of our students, as well as set goals for teachers and students.

Assessments are used for screening and progress monitoring. Teachers use data to support their knowledge of what the students know and what the students still need to learn. We use RISE Formative, RISE Summative, WIDA ACCESS, Acadience Progress Monitoring, Acadience Reading Benchmark, and other assessments as needed. Data analysis is an ongoing process through our PLC teams. Teams will collaboratively look at data in PLC's to guide instruction and reteaching efforts for students.

Child Study teams analyze data and provide support to individual students. A plan is developed using research-based academic interventions in math and language arts which include Tier I and Tier II instruction to support student needs. Intervention data is gathered and analyzed and a plan to move forward with student support is made. The team also provides behavioral intervention support in the same way.

Teachers meet weekly to collaborate in grade-level teams in a Professional Learning Community (PLCs). Teachers analyze and use data to develop a plan to best achieve student growth, determine the assessment needs, and design instruction to meet student needs.

Teachers receive ongoing professional development at the district, school, and classroom level. These professional development sessions provide the opportunity for teachers to increase their understanding of the standards and also to increase their ability to implement the standards. Some of these Professional Developments include:

- Reading, Math, STEM, endorsement programs

	• Canvas Training • Google Training • Leader in Me training and coaching • Peer observations • Math and ELA Buzz sessions • EDTech Coaching
College entrance testing	Not Applicable
Other data determined by the school	Common Formative Assessments are used throughout the year by classroom teachers to guide instruction and inform teachers of students who may be in need of extra support.

SMART Goal	Goal #1- **Primary Indicator:** Students in grades K- 5 who are not proficient by end of the year will show 20% growth on school-generated reading assessments or on the Acadience Reading Assessment from beginning to end of year scores.
Strategies	**Action Plan(s):** • Explicit Instruction • Tier 1 evidence-based strategies • Student self-monitoring of progress and goal setting • Small group interventions • Tier 2 and Tier 3 supports • MTSS • Grade level collaboration in weekly PLCs to focus on curriculum and intervention. • Ongoing progress monitoring and analysis of data • Professional learning for teachers, staff and paraprofessionals • Continued purchase of technology devices to support teachers and students in the classroom.
Evidence-Based Research Support	Archer, A. L., Hughes, C.A. (2001) *Explicit instruction effective and efficient teaching*. New York, The Guilford Press. Covey, S. et. al. (2014). *The leader in me*. NY: Simon & Schuster, Inc. DuFour, R,, DuFour, R., Eaker, R., Many, T. W., Mattos, M. (2016). *Learning by doing, a handbook for professional learning communities at work.* Bloomington, IN: Solution Tree Press. Dweck, C. (2010) *Mindset: The new psychology of success*. Eaker, R., Keating, J. (2012). *Every school, every team, every classroom.*Bloomington, IN: Solution Tree Press Eaker, R., DuFour, R., DuFour, R., (2002) *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree Press. Frey, N., Hattie, J. (2018). *Developing assessment-capable visible learners, grades K-12: Maximizing skill will, and thrill.* Thousand Oaks, CA: Corwin. Hattie, J. (2009). *Visible learning.* New York, NY; Routledge. Hattie, J., Fisher, D. (2016). Visible learning for mathematics, grades K-12: what works best to optimize student learning. Thousand Oaks, CA: Corwin. Fisher, D., Frey, N., Hattie, J., (2016). *Visible learning for literacy*. Thousand Oaks, CA: Corwin. Fisher, D, Frey, N. (2017). *Engagement by Design: creating learning environments where students thrive.*Thousand Oaks, CA: Corwin. Many, T.W., Maffoni, M. J., Sparks, S. K., thomas, T. F. (2018). *Amplify your impact, coaching collaborative teams in PLCs at work*.

Expected Impact in Core Academic Areas	School-generated reading assessments, Acadience middle and end of year reading assessments, and end of year assessment data: RISE summative ELA assessment.
Professional Development to Support Strategies	Teachers will have the opportunity to attend district led ELA Buzz Sessions, and other district trainings throughout the year that support planning, teaching, common assessments, essential learning targets, and skills. Teachers attend conferences, as needed. The Reading Specialist will support teachers, as needed in the classroom, with ELA strategies and support for students. Technology in-service is provided as needed to all staff members by one of our Instructional Technology Teachers to support the use of Ipads and Smartboards.
Timeline	2020- 2021 school year.
Responsible Parties	Principal, School Leadership Team, School Student Leadership Team, Classroom Teachers, MTSS Team, support staff, and district personnel who have been assigned to assist with professional learning.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Assessment data will provide the Administration Team and the teachers with student growth and progress. In-services and focused observations will be provided on an as needed basis. Data will be collected in the classroom and brought to weekly PLCs to monitor progress towards goals.

SMART Goal	Goal #2- **Primary Indicator:** 80% of students in grades K-6 will demonstrate proficiency on school-generated math assessments by the end of the year. **Secondary Indicator:** Students in K-6 who are not proficient by the end of the year will show 20% growth from beginning to end of year scores.

Strategies	**Action Plan(s):** • Explicit Instruction • Tier 1 evidence-based strategies • Student self-monitoring of progress and goal setting • After- school tutoring according to student need • Small group interventions • Tier 2 and Tier 3 supports • Peer assisted learning strategies • MTSS • Grade level collaboration in weekly PLCs to focus on curriculum and intervention. • Ongoing progress monitoring and analysis of data • Professional learning for teachers, staff and paraprofessionals • We will continue to purchase technology devices to support teachers and students in the classroom. • We will use ALEKS and Imagine Math and Imagine Math Facts for additional math intervention and assessment. • Math strategy parent engagements.
Evidence-Based Research Support	Archer, A. L., Hughes, C.A. (2001) *Explicit instruction effective and efficient teaching*. New York, The Guilford Press. Covey, S. et. al. (2014). *The leader in me*. NY: Simon & Schuster, Inc. DuFour, R,, DuFour, R., Eaker, R., Many, T. W., Mattos, M. (2016). *Learning by doing, a handbook for professional learning communities at work.* Bloomington, IN: Solution Tree Press. Dweck, C. (2010) *Mindset: The new psychology of success*. Eaker, R., Keating, J. (2012). *Every school, every team, every classroom.*Bloomington, IN: Solution Tree Press Eaker, R., DuFour, R., DuFour, R., (2002) *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree Press. Frey, N., Hattie, J. (2018). *Developing assessment-capable visible learners, grades K-12: Maximizing skill will, and thrill.* Thousand Oaks, CA: Corwin. Hattie, J. (2009). *Visible learning.* New York, NY; Routledge. Hattie, J., Fisher, D. (2016). Visible learning for mathematics, grades K-12: what works best to optimize student learning. Thousand Oaks, CA: Corwin. Fisher, D, Frey, N. (2017). *Engagement by Design: creating learning environments where students thrive.*Thousand Oaks, CA: Corwin. Many, T.W., Maffoni, M. J., Sparks, S. K., thomas, T. F. (2018). *Amplify your impact, coaching collaborative teams in PLCs at work*. Bloomington, IN: Solution Tree Press.

	Smith, R., Johnson, M.I., Thompson, K.D. (2011) Data, Our GPS: Educational Leadership. Tomlinson, C.A., (2013). *Assessment and student success in a differentiated classroom.* Alexandria, VA.
Expected Impact in Core Academic Areas	School-generated math assessments, SGAs, and end of year assessment data: RISE summative math assessment.
Professional Development to Support Strategies	Teachers will have the opportunity to attend district led Math buzz sessions throughout the year that support planning, teaching, common assessments, essential learning targets, and mathematical skills. Teachers will attend other conferences, as needed. Technology in-service is provided, as needed, to all staff members by one of our Ed tech coaches.
Timeline	2020- 2021 school year.
Responsible Parties	Principal, School Leadership Team, School Student Leadership Team, Classroom Teachers, MTSS Team, support staff, and district personnel who have been assigned to assist with professional learning.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps	Assessment data will provide the Administration Team and the teachers with student growth and progress. In-services and focused observations will be provided on an as needed basis. Data will be collected in the classroom and brought to weekly PLCs to monitor progress towards goals.

associated with this goal?)	

TITLE I, PART A SCHOOLWIDE PLAN

Name of LEA and School: Weber District, Burch Creek Elementary	**Date:** October/1/2020
Mission Providing a safe, caring community that fosters academic, social, and emotional success, empowering every child to be a leader.	**Vision**

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	In order to identify our specific needs we look at a variety of data sources. Those data sources include the demographic makeup of our students, our school culture and its effects on the educational environment, and the community involvement along with stakeholder input for Burch Creek Elementary's needs assessment.
Do	In meetings with Stakeholders and Staff, we review the demographics of our school. We also discuss student academic performance on end of year testing, as well as current practices taking place in our classrooms. We seek parent feedback on perceived awareness of and support they received in regards to professional learning opportunities, ways to assist in their student's learning, and overall feelings regarding school culture and family involvement.
Study	Staff and stakeholders review results of assessments, parent survey results, and current practices to look for specific areas that are in need of improvement. We look for best practices implemented in schools similar to our demographics.
Act	We use the resources available through email, websites, phone contact, etc, as we continually work to meet the needs of our individuals and families. Burch Creek will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	We look at a variety of data sources including but not limited to: **Readiness Improvement Success Empowerment (RISE):** Results for 3rd grade in Reading and Math and results in 4th, 5th, and 6th grades in reading, math and science (Spring 2021 administration). We will evaluate this data alongside our common formative assessment data to evaluate student achievement and growth and inform our instructional practices. **Acadience Reading Assessment :** The Acadience Reading Assessment is administered to students three times annually in grades K-5 to assess their reading skills. The results will be analyzed for growth and achievement. **Grade Level Student Growth Assessments (SGAs) and/or Common Formative Assessments (CFAs):** Grades K-6 choose a Student Growth Assessment that they will focus on for the entire school year. The SGA will be in reading, writing, or math. All teachers will administer a baseline assessment to students and will evaluate growth and measure achievement throughout the year. Teachers are working in PLCs to determine Essential Learning Targets (ELTs) and are developing Common Formative Assessments (CFAs) to measure student proficiency and growth. These will be used to address intervention and support as well as enrichment for students. **Surveys:** Surveys are used, as needed, for input regarding success and needs of the students, parents, and staff. Surveys were distributed to parents. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA board are also involved in the development of surveys and community input. **Attendance & Behavior Reports:** We will be tracking attendance and monitoring chronic absenteeism. **WIDA ACCESS** will be used to measure student achievement and growth in language acquisition for English Learners.
Do	In collaboration, teachers, administration, and support staff regularly reviews and analyzes data. Adjustments will be made to teacher instruction and/or small groups/paraprofessional support so that student needs are being met as they arise. Training will be provided to both teachers and paraprofessionals, as needed to strengthen best practices.
Study	We look over data to check for student learning and growth. We check to see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to address student needs.

Act	Burch Creek will continue to meet individual academic and behavioral circumstances. As student needs become apparent, training and support will be provided to achieve success. We continue to work on achieving school-wide, classroom, and individual goals throughout the year. Our MTSS plan assists us as behavior needs arise. Our counselor also provides strategies to teachers as needed.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	School-wide systems of support will continue and be adjusted to meet the various needs of teachers, staff and students. **Reading:** The staff will continue to receive professional learning opportunities in relation to instructional strategies in reading to help them meet student learning needs related to Utah Core Standards. Continued focus and support for Essential Learning Targets (ELTs). An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. **Math:** The staff will continue to receive professional learning opportunities in relation to instructional strategies in math to help them meet student learning needs related to Utah Core Standards. Continued focus and support for Essential Learning Targets (ELTs). An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. **Science:** The staff will continue to receive professional learning opportunities in science to help them meet student learning needs related to Utah Core Standards. An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. **Professional Learning Communities(PLCs):** Grade-level teaching teams will meet weekly to review Utah Core State Standards, Essential Learning Targets, review student data and make a plan to meet student learning needs in the coming weeks. **School Wide Student Behavior Support:** The School MTSS team will meet monthly to review data related positive behavior supports and attendance. The teacher leaders of this team will share student behavior plans and data with all faculty members throughout the year. **Leader in me:** The Leader in Me program will continue to move forward in our school with training and curriculum for teachers. The Lighthouse team will be formed and the next steps of adding action teams to our school will begin.
Do	Multiple data sources will be used to continually check the progress of students. Analysis of the data including conversations and discussions will be used to continue to assess student progress and attainment of goals.

	Formative reading and math assessments will be administered to all students. Results will be used to: 1. Establish instructional group placement 2. Help in instructional planning 3. Identify a baseline reading & math level Progress Monitoring will take place throughout the year to monitor growth and achievement. These will include but not be limited to: • Common Formative Assessments for Essential Learning Targets • DIBELS Benchmarks (3 times a year-BOY, MOY, EOY in K-5) • DIBELS progress monitoring (based on need every 2-4 weeks) • RISE Benchmarks • RISE Summative (EOY) • WIDA ACCESS for ELs (yearly) • Diagnostic assessments (as needed) Grade-level and school level teams will make adjustments to instruction and support systems based on the data gathered throughout the year. Professional development will address the various needs of students and staff.
Study	Staff and stakeholders will look over data to check for student learning and growth. Adjustments will be made to target students' needs more specifically.
Act	Success will be measured through classroom observations, teacher evaluations, and meeting Professional Learning Goals.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Burch Creek will continue to support school-wide systems with the learning of all students. These systems of support include a master schedule, PLC grade-level teams, Leadership Team, MTSS Team, Attendance Support, PTA, and Community Council. The support services focused on meeting the various needs of students will include coordination of services with the administrator, regular education teachers, SPED staff, English Learner support staff, reading specialist, behavior support staff, attendance aides, counselor, Title I coordinator, and other support personnel as needed. Parent and family engagement activities, training, and resources will be used to promote literacy, numeracy and STEM.
Do	Burch Creek will spend a majority of the Title I Funding on staffing to support both the classroom and additional support staff. Funding will also be spent on intervention support including access to technology. The implementation of Leader in Me along with MTSS will support students in meeting both their academic and behavioral goals. Funding will also be spent on professional learning opportunities

	for teachers and staff. Materials and supplies needed to support data collection and analysis will also be supported. Funding will be used on Parent and family engagement through activities, events, and communication that support behavior and academic achievement will be used throughout the year.
Study	Meeting the various academic and behavioral needs of students is supported through the use of additional staffing and resources. The use of the MTSS model has been proven to be a highly effective system to support all students. The PLC model for the school and grade-level teams will promote teacher efficacy and build collaboration around student needs. Ongoing professional learning for faculty and staff will support the use of evidence-based strategies, practices, programs and activities for student learning. Support for a well-rounded education will be a focus. According to the National Education Policy Center: • Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, lowering class sizes will improve student outcomes. • The payoff from class-size reduction is greater for low-income and minority children. Conversely, increases in class size are likely to be especially harmful to these populations -- who are already more likely to be subjected to large classes. • While lowering class size has a demonstrable cost, it may prove the more cost-effective policy overall, particularly for disadvantaged students. Money saved today by increasing class sizes will likely result in additional substantial social and educational costs in the future. • Generally, class sizes of between 15 and 18 are recommended but variations are indicated. For example, band and physical education may require large classes while special education and some laboratory classes may require less. (https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf)
Act	Throughout the school year we will collect data, track students, and make any needed adjustments as we go along. The remainder of our Title I budget will be able to fill any gaps with books, training, and technical support and hardware to support the program or help students academic learning.

Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Title I	$269,323	To provide students with additional resources and opportunities to access their education and achieve high levels of learning.
Title III	$12,153	Funds are used to implement language instruction education programs to assist English learners to achieve standards.
Trustlands	$76,001	Funds are used to address the specific needs of the school with input from the School Community Council.
	$372,113	