

Wichita Falls Independent School District
Booker T Washington Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

The mission of Booker T. Washington Elementary is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.

Vision

We, as Booker T. Washington staff, are committed to creating a school that gives every student the opportunity to succeed. Every student will have the opportunity to be successful. Every student will have the opportunity to develop their character and their academic skills. The elementary education we provide our students will serve as the foundation that our students will build their lives upon.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Recruit, retain, and support teachers and principals from 2018-2019 to 2019-2020.	10
Goal 2: Build a foundation of literacy and numeracy.	13
Goal 3: Connect high school to career and college.	15
Goal 4: Improve low performing schools.	18
Comprehensive Support Strategies	22
PBMAS Intervention Strategies	23
State Compensatory	24
Budget for Booker T Washington Elementary:	24
Personnel for Booker T Washington Elementary:	25
Title I Schoolwide Element Personnel	26
2018-2019 Campus Site-Based Committee	27
Campus Funding Summary	28
Addendums	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Booker T Washington Elementary is a Title 1 School with a diverse school community. The ethnic distribution is as follows: 57% African American, 22% Hispanic, 5% two-or more races, and 15% White. The economically disadvantaged rate of students is 96.9%. The at-risk rate of students is 88%. 10.49% of students are served with special education services. The ESL rate is 6.29%. The attendance rate is 96.5%.

Demographics Strengths

With our demographics, we have remained a community school. We are an extension of the community.

Our attendance rate remains high, at a 96.5%, which is in Quartile 1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our student population has a high mobility rate, which adversely effects their educational foundation. **Root Cause:** The majority of our students live in low-income housing and rental property; therefore, they move frequently. Additional training and classroom resources are needed to meet students' needs.

Student Academic Achievement

Student Academic Achievement Summary

In Domain 1, student achievement, Booker T scored 58, which is an F rating. In Domain 2, school progress, Booker T scored 89 overall, which is an B rating. In Domain 2 Part A, Academic Growth, Booker T scored a 91, which is an A rating. In Domain 2 part B – Relative Performance - Booker T scored 63, which is a C rating. In Domain 3, Closing the Gaps, Booker T scored a 72, which is a C rating. The overall rating of Booker T was an 84, which is a B rating and in the met standard range.

Student Academic Achievement Strengths

In Domain 2 Part A, Academic Growth, Booker T scored a 91, which is an A rating.

Last year, Booker T was in year two of Improvement Required. This year, we met standard.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) **Root Cause:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.

School Processes & Programs

School Processes & Programs Summary

Booker T staff are fully trained in the Capturing Kid's Hearts program. This year, 10 teachers were trained in High Reliability ASOT teaching strategies and 10 teachers were trained in High Reliability Leadership. Booker T has fully implemented all components in Balanced Literacy and Guided Math. District Curriculum specialists and administrators did instructional rounds to observe balanced literacy. Instructional coaches support teachers in improving instruction by observing classes and helping to plan and facilitating PLC meetings. This summer, all teachers received either the 3 day intensive Google training or the 1 day refresher for teachers that have already been trained. All classrooms will be equipped with Chromebooks this school year.

School Processes & Programs Strengths

We have weekly PLC meetings that consist of the grade level teachers, instructional coaches, and admin.

Once a week admin meets with the instructional coaches.

All grade-level teams have common planning times.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are overwhelmed by the amount of district initiatives that have been implemented, and they are confused on how to integrate all of the programs at once. **Root Cause:** There have been several new programs implemented over the past two years and this year that have required a lot of training and pulled many teachers out of the classroom. The new initiatives are as follows: HRS Leadership, HRS ASOT, Balanced Literacy, Google Training, Capturing Kid's Hearts. For 2018-2019 we are continuing HRS training and Google training, and Guided Math.

Perceptions

Perceptions Summary

STAAR scores are increasing year after year and this increases morale and belief in our students and staff. Capturing Kids' Hearts has improved the connection between staff and students. This is the second year of full implementation of CKH.

Perceptions Strengths

Booker T has a strong relationship with the community and surrounding businesses. We take pride in working with the community to help our students and families succeed.

We got out of Improvement Required, which boosted staff and student morale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Booker T Elementary has a small percentage of students who struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals. **Root Cause:** The need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability 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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals



Revised/Approved: September 26, 2018






Goal 1: Recruit, retain, and support teachers and principals from 2018-2019 to 2019-2020.





Performance Objective 1: Maintain 90% of staff from 2018-2020

Evaluation Data Source(s) 1: HR Documents, Position control forms, and assignments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 3 CSF 7</p> <p>1) The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p>	2.4	Principal, assistant principal	HR Certified teacher report			
Problem Statements: School Processes & Programs 1						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Professional development to include but not limited to: HRS, CKH, Guided Math, Balanced Literacy, Inclusion/Special Education, TBSI, the Support of English Learners, student behavior, and TEKS Resource System will be designed to support improved student achievement for all students.</p>	2.4	Principal, AP, Instructional coaches, lead teachers	Meeting and staff development agendas to include PD. We are looking for improvement on state assessments.			
Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: Focus/Priority Funds - 0.00						

<p>Targeted Support Strategy Critical Success Factors CSF 3 CSF 7</p> <p>3) The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>	2.4	Principal, AP	Student performance will improve as more highly effective staff are recruited and retained.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Refresh and train new teachers on Response to Intervention training on entering RtI data into Eduphoria. Data to be used by Student Support Team</p>	2.4, 2.5, 2.6	Principals Instructional Coaches Counselor	Training will occur in September after Eduphoria training.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) PLCs will meet once a week to collaborate and discuss effective teaching strategies to enhance rigor in academics. Ongoing training in the HRS model will occur throughout the year.</p>	2.4	Principals, AP Instructional Coaches Teachers	Implementation of the HRS model			
<p>Problem Statements: School Processes & Programs 1 Funding Sources: Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will attend district-provided staff development for new teachers (New Teacher Support Program).</p>	2.4	District Curriculum Specialists Human Resources	Sign-in Sheets			
<p>Problem Statements: School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Teachers and administrators will attend Professional Development training on accountability system, instructional strategies and behavior strategies.</p>	2.4, 2.6	Principals Teachers District Behavior Specialists Region 9	Sign-in sheets Implementation of strategies Lower number of behavior referrals			
<p>Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>						

<p>Critical Success Factors CSF 6 CSF 7</p> <p>8) 1) Academic Coaches will provide training for teachers and allow for observation and modeling of other teachers in the building and district. 2) Technology Training using education apps will be held several times a year in small groups to improve teachers use of technology in the classroom. 3) Training will be provided throughout the school year as it becomes available through Region 9 and other sources.</p>	2.4, 2.5, 2.6	Principal, AP Instructional Coaches District Technology Dept	Increased use of strategies in the classroom.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers are overwhelmed by the amount of district initiatives that have been implemented, and they are confused on how to integrate all of the programs at once. Root Cause 1: There have been several new programs implemented over the past two years and this year that have required a lot of training and pulled many teachers out of the classroom. The new initiatives are as follows: HRS Leadership, HRS ASOT, Balanced Literacy, Google Training, Capturing Kid’s Hearts. For 2018-2019 we are continuing HRS training and Google training, and Guided Math.</p>
Perceptions
<p>Problem Statement 1: Booker T Elementary has a small percentage of students who struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals. Root Cause 1: The need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2019, 90% of Kindergarten will advance beyond KG phonological levels. 80% of first and second graders will be on grade level.

Evaluation Data Source(s) 1: Math BOY/EOY tests/formal and summative assessments
HRS, CKH, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aide in the instruction in the classroom.</p>	2.4, 2.6	Principal in conjunction with Federal programs office	Low class sizes = increased intervention time in stations. Increased ratio of device to student.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: SCE - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p>	2.4, 2.6, 3.1, 3.2	Principal, AP, counselor	More students in Pre-K and kinder Increase community and family engagement Help at-risk students meet state standards			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Our student population has a high mobility rate, which adversely effects their educational foundation. Root Cause 1: The majority of our students live in low-income housing and rental property; therefore, they move frequently. Additional training and classroom resources are needed to meet students' needs.</p>
Student Academic Achievement
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 78% of Booker T. students met progress on their STAAR tests. By May 2019, 84% of Booker T. students will show progress on their STAAR tests.

Evaluation Data Source(s) 2: Math BOY/EOY tests/formal and summative assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aide in the instruction in the classroom. ipads, Chromebooks and smart boards.</p>	2.4, 2.5, 2.6	Principal in conjunction with Federal programs office	Low class sizes = increased intervention time in stations. Increased ratio of device to student.	 33%		
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</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>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

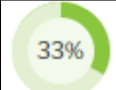



Student Academic Achievement
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.</p>


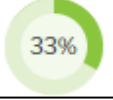
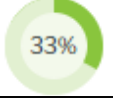
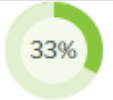



Goal 3: Connect high school to career and college.

Performance Objective 1: Continue to have low student numbers requiring summer school of no more than 5% in each grade level needing summer school.

Evaluation Data Source(s) 1: Statement of Concerns; SSI summer school lists and scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students and staff will receive training on bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution and prevention, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.	2.4, 2.5	All staff	HR report of new staff completing training Agendas from meetings			
	Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00					
2) A college & career fair will be held to promote college and career readiness and life after high school to students. 3rd, 4th, and 5th grade students will travel to a college on a field trip.	2.4, 2.5	All staff	Participation in fair and field trips			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
3) Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre- and post-test before transitioning back to the home campus.	2.4, 2.6	Principal, Teachers of DAEP students	Smooth transition from DAEP back to campus			
	Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00					
4) Counselor will explore career opportunities with students	2.5	Principals and counselor	Counselor plans			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6						

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) The campus will coordinate with the DAEP/Juvenile Justice System to ensure academic success for students who were assigned to these facilities. Students recidivism will be reviewed as needed in order to ensure academic goals are being met.</p>	2.4	Assistant principal At-risk coordinator Teacher	Lesson plans from teachers Work returned from students			
	<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 4</p> <p>6) The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>	2.4, 2.5, 2.6	Principal				
	<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>					
<p>7) Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p>	2.4	Principal				
	<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>					
<p>8) School health strategies will include the Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness gram is required every year to monitor flexibility and cardio health. Additionally, the school nurse will conduct vision and eye exams as required throughout the school year and follow health plans as needed.</p>	2.5	PE teacher	Fitnessgram results			
	<p>Problem Statements: Student Academic Achievement 1</p>					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our student population has a high mobility rate, which adversely effects their educational foundation. Root Cause 1: The majority of our students live in low-income housing and rental property; therefore, they move frequently. Additional training and classroom resources are needed to meet students' needs.
Student Academic Achievement

Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) **Root Cause 1:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.

Perceptions




Problem Statement 1: Booker T Elementary has a small percentage of students who struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals.
Root Cause 1: The need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing.




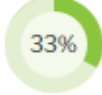
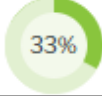
Goal 4: Improve low performing schools.





Performance Objective 1: Improve Domain II, School Progress, from 89 to at least a 90.

Evaluation Data Source(s) 1: Data from CBAs, Interim assessments, Benchmarks, and STAAR assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Students will be identified for and enrolled in instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. This will primarily be done in the reading and math blocks as well as during station work with the teacher group.</p>	2.4, 2.5, 2.6	Principal, AP, instructional coaches, classroom teachers	Reading and math data CBA scores Math and reading benchmarks			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: SCE - 0.00</p>						
<p>2) Title funds shall be utilized to establish or improve programs for neglected, delinquent students and students at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least once a month.</p>	2.4	Attendance clerk, at-risk coordinator, Principal, AP	Monthly attendance reports and homeless reports Data meeting info			
<p>Problem Statements: Demographics 1 Funding Sources: Title 1 Part A - 0.00, SCE - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) The campus, in consultation with parents and the community, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Parent involvement activities include 1 program per year for each grade level and well as 2 Title I parent involvement events. Also, to include a Title I meeting will be held to share information with parents. A Parent Engagement event to include a literacy event to promote reading.</p>	3.1, 3.2	Principal, Site Based Team	Parent attendance at school functions			
<p>Problem Statements: Demographics 1 Funding Sources: Title 1 Part A - 0.00</p>						

<p>4) Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these students to participate effectively in school.</p>	2.4	Principal	Seamless transition of migrant students with non-migrant students CBA scores			
<p>Problem Statements: Demographics 1 Funding Sources: Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) The TELPAS will be utilized to assess LEP students achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p>	2.4	Principal, ESL teacher, teachers of LEP students	TELPAS scores, CBA scores			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Students who did not meet the SSI requirement for meeting the standard on STAAR will have an Accelerated Instructional Plan in place.</p>	2.4, 2.5, 2.6	Administration Instructional Coaches Teachers	Lesson plans AI Plans			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>7) Staff paid with supplemental state & federal funds are necessary to teach students. STAAR scores indicate that they are in need of accelerated instruction in order to increase their performance in reading, math, science and writing. Provide accelerated instruction.</p>	2.4, 2.5, 2.6	Principals Teachers District Administration	Increased performance of targeted students.			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Focus/Priority Funds - 0.00, Title 1 Part A - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>8) Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. We will use Education Galaxy, BrainPop, and Flocabulary to improve this.</p>	2.4, 2.6	Principal	Assessment data			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title 1 Part A - 3445.00</p>						

<p align="center">Critical Success Factors CSF 2 CSF 6</p> <p>9) The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring, and accelerated instruction.</p>	2.4, 2.6	Principal				
<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Title 1 Part A - 12578.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:






<p>Demographics</p>
<p>Problem Statement 1: Our student population has a high mobility rate, which adversely effects their educational foundation. Root Cause 1: The majority of our students live in low-income housing and rental property; therefore, they move frequently. Additional training and classroom resources are needed to meet students' needs.</p>
<p>Student Academic Achievement</p>
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.</p>
<p>Perceptions</p>
<p>Problem Statement 1: Booker T Elementary has a small percentage of students who struggle with appropriate social behaviors. These students are repeatedly receiving discipline referrals. Root Cause 1: The need for more proactive procedures in order to target these inappropriate behaviors and retrain student social and emotional processing.</p>

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Domain I, Student Achievement, from 58 to 65.

Evaluation Data Source(s) 2: CBA scores, Assessment Data, benchmark data, interim assessment data, and STAAR data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students will be identified for and enrolled in instruction classes based on prior state assessments, district, and classroom assessments. The classes will provide intensive remediation to help students meet state standards.</p>	2.4, 2.5, 2.6	Principal, AP, instructional coaches, classroom teachers	Low class sizes = increased intervention time in stations.			
Problem Statements: Student Academic Achievement 1						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction</p>	2.4, 2.5, 2.6	Admin team				
Problem Statements: Student Academic Achievement 1						
<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>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is low (58%) Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.
2	1	1	SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aide in the instruction in the classroom.
2	2	1	SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aide in the instruction in the classroom. ipads, Chromebooks and smart boards.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Professional development to include but not limited to: HRS, CKH, Guided Math, Balanced Literacy, Inclusion/Special Education, TBSI, the Support of English Learners, student behavior, and TEKS Resource System will be designed to support improved student achievement for all students.
4	1	7	Staff paid with supplemental state & federal funds are necessary to teach students. STAAR scores indicate that they are in need of accelerated instruction in order to increase their performance in reading, math, science and writing. Provide accelerated instruction.
4	1	8	Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. We will use Education Galaxy, BrainPop, and Flocabulary to improve this.
4	2	1	Students will be identified for and enrolled in instruction classes based on prior state assessments, district, and classroom assessments. The classes will provide intensive remediation to help students meet state standards.

State Compensatory

Budget for Booker T Washington Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$2,015.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$3,200.00
Teachers Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,025.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$13,410.00
Benefits	6142 Group Health and Life Insurance	\$19,981.00
6100 Subtotal:		\$113,631.00

Personnel for Booker T Washington Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Collier, Vanessa	Instructional Coach	School Wide	.40
Hoang, Christie	Interventionist	School Wide	.75
Horschler, Bethany	PK Teacher	School Wide	.50
Jordan, William	At-Risk Coordinator	School Wide	100
Pipkin, Jimmy	Aide	School Wide	.90
Waldon, Janis	PK Aide	School Wide	.50
Wolf, Melanie	Instructional Coach	School Wide	.40

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Collier, Vanessa	Instructional Coach	School Wide	.40
Hoang, Christie	Interventionist	School Wide	.25
Wolf, Melanie	Instructional Coach	School Wide	.40

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angie Rooney	
Administrator	Kristin Schreck	
Classroom Teacher	Lisa Crumpler	
Coach	Melanie Wolf	
Classroom Teacher	Contina McNeely	Teacher
Classroom Teacher	Lacey Davis	Teacher
Classroom Teacher	Synquis Lewis	Teacher
Classroom Teacher	Caili Knecht	Teacher
Classroom Teacher	Armetha Blackmon	Teacher
Classroom Teacher	Kellie Hare	Teacher
Parent	Jimmy Pipkin	Parent
Parent	Christa Ralls	Parent
Business Representative	Matthew Ainsworth	
Community Representative	Rick Taylor	

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Coaches		\$0.00
4	1	2	Classroom supplies and materials		\$0.00
4	1	3	Parent involvement supplies		\$0.00
4	1	3	Food for parent involvement events		\$0.00
4	1	7	tutorials		\$0.00
4	1	8	Online programs	211E11624800125930215	\$2,800.00
4	1	8	Supplies	211E61639900125930215	\$645.00
4	1	9	Tutoring	211E11611867125930000	\$12,228.00
4	1	9	Other expenses	211E61649900125930215	\$150.00
4	1	9	Other Contracted Services	211E31629900125930215	\$200.00
Sub-Total					\$16,023.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	software		\$0.00
4	1	1	supplies		\$0.00
4	1	2	Rdg Materials		\$0.00
Sub-Total					\$0.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	professional Development		\$0.00
1	1	2	travel		\$0.00
1	1	4	District SD		\$0.00
1	1	5	Subs		\$0.00
4	1	4	supplies		\$0.00

4	1	4	headphones		\$0.00
4	1	7	tutorials		\$0.00
4	1	7	tutor bus		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
Grand Total					\$16,023.00

Addendums

Campus: Booker T Washington

Principal: Mark Davis

\$77,672 2018-2019 Title 1 Budget Allocation
\$15,028 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	125	9	30	000		Title I Substitutes
211	11	6117	00	125	9	30	000	\$765	Salary Stipends
211	11	6118	67	125	9	30	000	\$12,228	Tutors
211	13	6118	00	125	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	125	9	30	000	\$51,675	Teacher Salaries
211	11	6129	00	125	9	30	000	\$0	Aide Salaries
211	11	6142	00	125	9	30	000	\$10,204	Benefits
Contracted Services:									
211	13	6239	00	125	9	30	000	\$0	Region 9 esc services
211	11	6248	00	125	9	30	000	\$2,800	On-line services/Maint agreements
211	34	6294	67	125	9	30	000		Student busing for tutorials
211	11	6297	00	125	9	30	000		Printing
211	13	6299	00	125	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	125	9	30	000		Instructional Reading materials/books
211	11	6339	00	125	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	125	9	30	000		Technology
211	11	6397	00	125	9	30	000		Software/Licenses
211	11	6399	00	125	9	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	125	9	30	000		Teacher Staff Development Travel

TOTALS **\$77,672**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$995	
211	61	6299	00	125	9	30	215	\$200	PFE Contracted Services
211	61	6399	00	125	9	30	215	\$645	PFE Supplies
211	61	6499	00	125	9	30	215	\$150	PFE Snacks

TOTALS **\$995**
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered
 Non-transferrable: Must remain in PFE

Principal Signature: _____

Date: _____