

Wichita Falls Independent School District
Burgess Elementary
2018-2019 Campus Improvement Plan



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

Mission Statement

The mission of **KATE BURGESS** 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 at **KATE BURGESS** believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students, regardless of race, sex, ethnicity, or socio-economic status.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burgess is a small to medium sized PK-5 elementary campus built in 1964. We are located on the North side of town directly between our feeder middle school, Kirby MS and high school, Hirschi HS. We are a neighborhood school and students must be living in our attendance zone to attend. We have an enrollment that wavers around 300 students each year. We are around 45% African American, 25% Hispanic, 20% White and around 10% Two or more races. These numbers have stayed fairly consistent over the past 3-5 years.

We are 95% EcoDis, 10% ESL, 12% SPED, 1% GT, 3% homeless, and 75% At Risk. 100% of staff are highly qualified. 80% of the staff are white, 10% Black, 10% Hispanic. We struggle each year to retain effective teachers and have had to hire 10 or more new staff each year for the past 3 years. The community around our school is low income and consists of apartments, houses, churches and a few restaurants. Our parents typically work hourly wage jobs, multiple jobs or do not work at all and receive government income. The area is not growing, as expansion in the city is mainly occurring to the southwest.

Demographics Strengths

Burgess is a small to medium sized campus with a teacher to student ratio of about 1:15 in each homeroom class.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. **Root Cause:** Parents may lack the knowledge or opportunity to adequately prepare their children.

Student Academic Achievement

Student Academic Achievement Summary

Our domain 1 score for 2018 was a 57, Domain 2A was an 82, 2B was a 60 and Domain III was a 72 resulting in an overall report card score of 79. These scores are all up from previous years. Our domain 1 score is up 6 points from the previous year and 9 points from the year before that. 74% of our students showed growth on their STAAR test from 2017 to 2018. We rank 8th based on report card scores in the district out of 22 campuses for 2018.

Student Academic Achievement Strengths

74% of students showed growth on their 2018 STAAR as compared to previous years.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. **Root Cause:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.

School Processes & Programs

School Processes & Programs Summary

The WFISD hosts a Job Fair in late April for prospective teachers. Because WFISD is the highest paying district for 100 miles, the jobs are sought after by many. We began our hiring process in late February to get ahead of other schools. We interviewed over 50 applicants for 8 openings. We offered jobs to 8 people who denied the job offer. 12 applicants turned down interviews. Teaching requires a very high skillset and teachers who are good at not only instructional practices, but behavioral practices as well. Teachers are given 1-2 meetings each month to meet and go over best practices in the classroom. Homeroom teachers meet weekly with their teams and instructional coaches to share data and dive into learning of district initiatives.

All students complete online safety training at the beginning of the year. We spent a majority of Priority funds in 2017-2018 on technology in the classroom and now have a smart board IPEVO for every homeroom teacher and 1:1 chrome books for all students 1-5.

Instructional time at KB is maximized by an efficient schedule and strong routines and procedures. Schoolwide practice academies are conducted twice at the beginning of the year and then once every 9 weeks and then of course on an as needed basis. We use a 1-2-3 method of movement in the classroom that outlines 1 get ready, 2 stand up, push in your chair and 3, move on teachers command. We also outline locations of lines and lanes in the hallway for students to walk. Duties are divided between non homeroom teachers and occur in all common areas in the AM and PM for dismissal. There is a strong sense of urgency at Kate Burgess. Scope and sequence calendars were created for every class and grade level to ensure the curriculum is being taught and that certain skills are prioritized and taught for longer. Teachers meet weekly in PLCs to track student progress and share data towards achieving goals.

School Processes & Programs Strengths

Teachers are provided a 55 minute conference daily along with a 2.5 hour PLC time weekly. KB has 3 ICs which allow for more support for each teacher. Class sizes average between 13-17 students per class.

KB students are 1:1 chrome books in grades 1-5. Smartboards IPEVO are in every homeroom class

Schoolwide practice academies and an intentional focus on classroom and common area routines and procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Burgess staff has seen 25% turnover each of the last 3 years. **Root Cause:** There is not a district wide system in place to attract the best teachers to the lowest campuses.

Problem Statement 2: Not all staff have all available technology. **Root Cause:** Funds are given yearly to supplement this technology and add to each classroom. Simply put, we did not have enough money to buy enough technology for every classroom.

Perceptions

Perceptions Summary

Kate Burgess had a 2017-2018 Attendance rate of 96.3, placing us in Quartile 1. Our discipline referrals went down by 10% from the previous school year and down in every month in the Spring compared to the previous year. Our referrals typically amount to very few students with several referrals. Our number would go down another 10% if 3 students were not taken into account. Our at risk coordinator conducts a check-in check-out system with students who accumulate 3 referrals. At 6 referrals an individualized plan and point sheet is kept for each student.

Parent/Community engagement nights are held almost every month at Kate Burgess. They include but are not limited to: Meet the Teacher, Parent Teacher Conferences, 1st grade program, 2nd grade program, 3rd grade music program, 4th grade music program, Talent Show, Literacy Night, Math night. Some of our Friday clubs also have a community outreach component that allow us to extend out into the community beyond just the parents in our school.

We also have 2 parent volunteers who serve on our Site Based Decision Making Committee.

We send home invites in spanish and english. Calls are also sent out via Parent Link message to parents and families. The Marquee out front is updated with monthly dates and events.

We have formed partnerships via the PIE program with Colonial Church, Junior League, Trinity Fellowship and Emmanuel Baptist who have provided supplies and materials to our staff and students.

Perceptions Strengths

Kate Burgess has been awarded HRS Level 1 and 2 certifications. Level 1 deals with safety and security of students and Level 2 ensures high level of insuction in every classroom. Schoolwide and classroom practice academies occur quarterly to ensure student success in every setting.

Parent/Community engagement nights are held almost every month at Kate Burgess. They include but are not limited to: Meet the Teacher, Parent Teacher

Conferences, 1st grade program, 2nd grad eprogram, 3rd grade music program, 4th grade music program, Talent Show, Literacy Night, Math night. Some of our Friday clubs also have a community outreach component that allow us to extend out into the community beyond just the parents in our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Kate Burgess 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, emotional processing.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card 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
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 29, 2019

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Maintain 90% of staff from 2018-2019 to 2019-2020.

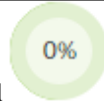
Evaluation Data Source(s) 1: HR documents Position Control forms and assignments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified Status. Any non-qualified staff member will follow a district developed certification plan.</p>	2.4, 2.5	Principal, Asst. Principal	HR Certified teacher report. Principal Attestation			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to: Inclusion/Special Education, TBSI, and the Support of English Learners.</p>	2.4, 2.5, 2.6	Principal, AP, Coaches, interventionist, Lead teachers	Faculty meeting agendas to include PD. Seidlitz strategies.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Focus/Priority Funds - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 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, 2.5, 2.6	Principal, AP	HR Job Fair Talent Ed			
<p>Problem Statements: School Processes & Programs 1 Funding Sources: Title 1 Part A - 0.00</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Burgess staff has seen 25% turnover each of the last 3 years. **Root Cause 1:** There is not a district wide system in place to attract the best teachers to the lowest campuses.

Demographics

Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. **Root Cause 1:** Parents may lack the knowledge or opportunity to adequately prepare their children.

Student Academic Achievement

Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. **Root Cause 1:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.

School Processes & Programs

Problem Statement 1: Burgess staff has seen 25% turnover each of the last 3 years. **Root Cause 1:** There is not a district wide system in place to attract the best teachers to the lowest campuses.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2019, 90% of KG will advance beyond the KG phonological levels. 25% of 1st graders and 50% of 2nd graders will advance out of Phonics Instruction groups

Evaluation Data Source(s) 1: Phonics and Phonological Data Binders

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) 100% staff will receive training on Seidlitz, HRS and Capturing Kids Hearts by May 2019. Training will be done offsite by national trainers as well as onsite with Burgess staff providing the training.</p>	2.4, 2.5, 2.6	Principal, AP, Certified Teaching staff	HRS, CKH, Balanced literacy involvement, Walk Through Teacher presentations			
<p>Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Materials will be purchased for Burgess families to support them working with their students at home.</p>	3.1, 3.2	Hill, Cunningham, Boaz	Student increase in reading fluency and love for reading.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) *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>	3.1, 3.2	Principal				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. Root Cause 1: Parents may lack the knowledge or opportunity to adequately prepare their children.</p>

Student Academic Achievement

Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. **Root Cause 1:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.

Perceptions




Problem Statement 1: Kate Burgess 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, emotional processing.





Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 74% of Burgess students met progress on their STAAR tests. By May 2019, 80% of Burgess students will show progress on their STAAR tests.

Evaluation Data Source(s) 2: STAAR Results

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 2</p> <p>1) Students will be identified for and enrolled in accelerated 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 block time as well as during station work with the teacher group. Additional leveled books will be purchased from the print shop to help fill this need for students to work on their grade level.</p>	2.4, 2.5, 2.6	Principal Assist principal Instructional Coaches Classroom teachers	Reading block group data CBA scores Math benchmarks			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Focus/Priority Funds - 0.00, Title 1 Part A - 0.00, SCE - 4000.00</p>						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) 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.</p> <p>This includes the purchase and need of Math manipulatives for students to learn by using research based strategies and hands on learning.</p> <p>Title funds will also be used to purchase easels to use during Guided Writing.</p> <p>Headphones will also be purchased to go with these devices.</p> <p>RedCat systems will be purchased to help students learn material. The Redcats have the ability to make lessons more engaging with a better audio system, students will be able to present more clearly, and this is supplemental or an enhancing device for those in certain grade levels in which we ask for more student participation. This will work well with the 7 Steps process that we already do.</p>	2.4, 2.5, 2.6	Principal All Staff	Digital classrooms iPad/Chromebook ratio to student approaches 1:1 in each grade level.			
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: Title 1 Part A - 1000.00, Focus/Priority Funds - 0.00</p>						
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. Root Cause 1: Parents may lack the knowledge or opportunity to adequately prepare their children.</p>
Student Academic Achievement
<p>Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.</p>
School Processes & Programs
<p>Problem Statement 2: Not all staff have all available technology. Root Cause 2: Funds are given yearly to supplement this technology and add to each classroom. Simply put, we did not have enough money to buy enough technology for every classroom.</p>

Goal 3: Connect high school to career and college.

Performance Objective 1: Reduce the number of students attending summer school for SSI from 20% to 15% by Summer 2019 in each subject.

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
<p>Critical Success Factors CSF 6</p> <p>1) Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p>	2.5	All staff	<p>Training completion report submitted from Computer Lab Aide</p> <p>HR report of new staff completing child abuse training.</p>			
<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) 100% of students will participate in daily BLOCKS to receive instruction over specific Reading and Math skills. They will also attend Friday clubs of their choosing to spark their interests and involvement in beginning to select a pathway for their future.</p>	2.4, 2.5, 2.6	All staff	Club lists by 9 weeks.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>3) 100% of staff and students will be encouraged to wear college gear on Wednesdays to promote College readiness and life after high school to students.</p>	2.5	All staff	Open dialogue with students regarding life after high school and available options.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						

<p>Critical Success Factors CSF 1</p> <p>4) Students who are assigned to a 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 insure 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.</p>	2.4, 2.5, 2.6	Principal Teachers of DAEP students	Smooth transition from DAEP back to campus.			
<p>Problem Statements: Student Academic Achievement 1 - Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>5) 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.</p>	2.5, 2.6	PE teachers	Fitness gram results			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>						
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. Root Cause 1: Parents may lack the knowledge or opportunity to adequately prepare their children.</p>
Student Academic Achievement
<p>Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.</p>
Perceptions
<p>Problem Statement 1: Kate Burgess 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, emotional processing.</p>

Goal 4: Improve low performing schools.

Performance Objective 1: Improve grade level performance indicator in domain 3 with all students, African American, Hispanic, White EcoDis and continuously enrolled students in Reading and Math.

All Students Reading: From 26 to 44

All Students Math From 29 to 46

Hispanic Reading: From 29 to 37

Hispanic Math From 29 to 40

African American reading:From 20 to 32

African American Math:From 22 to 31

White Reading: from 31 to 60

White Math: From 43 to 59

EcoDis Reading: From 27 to 33

EcoDis MATH: From 29 to 36.

Evaluation Data Source(s) 1: Reading/Math Demographic Group data For CBAs/Benchmarks

CBA scores

Weekly formative data

STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 1) The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.	2.6	At Risk Coordinator Principal AP	SST meeting info			
Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00						

<p>Targeted Support Strategy Critical Success Factors CSF 1</p>	2.4, 2.5, 2.6	Office staff Principal AP	Monthly reports for title box			
<p>2) Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth 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 one a month.</p>	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title 1 Part A - 0.00</p>					
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) 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. Formative Loop will be purchased to help students in grades 1-5 with their Math fluency.</p>	2.4, 2.5, 2.6	Principal in conjunction with Federal programs office	<p>Low class sizes = increased intervention time in stations.</p> <p>Reading block ratios should be max 1:10.</p> <p>Increased ratio of device to student.</p>			
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: Title 1 Part A - 1750.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1</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 children to participate effectively in school.</p>	2.4	Principal	<p>Seamless transition of migrant students with non migrant students.</p> <p>CBA scores</p>			
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue</p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. Root Cause 1: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.</p>
School Processes & Programs

Problem Statement 2: Not all staff have all available technology. **Root Cause 2:** Funds are given yearly to supplement this technology and add to each classroom. Simply put, we did not have enough money to buy enough technology for every classroom.

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Student Achievement Performance Indicator in Domain 3 with all students, African American, Hispanic, WhiteSPED, EcoDis and ELL students.

All: From 31 to 47

African American: From 28 to 36

Hispanic: From 30 to 41

White: From 39 to 58

SPED: From 20 to 23

EcoDis: From 31 to 38

ELL: From 28 to 37




Evaluation Data Source(s) 2: Reading/Math Demographic Group data

CBA scores

Weekly formative data

STAAR Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) The TELPAS scores, CBA scores and formative assessments will be utilized to assess all subgroups to include LEP students achievement measured against the state achievement standards. LEP students will received specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p>		Principal ESL Teacher Teachers of LEP students	TELPAS scores CBA scores			
<p>Funding Sources: Not Funded - 0.00</p>						

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) 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>	2.6	Attendance clerk At Risk Coordinator Principal AP Social Worker	Monthly attendance reports Data meeting info			
<p>Problem Statements: Demographics 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 5</p> <p>3) The campus, in consultation with parents, 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 as well as a Trunk or Treat at Halloween. and Literacy Night in the Spring.</p>	3.1, 3.2	Principal Site Based team	Increased parent attendance at school functions.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - Perceptions 1 Funding Sources: Title 1 Part A - 961.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) 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.</p> <p>Additional technology will be purchased for students to create more modern digital lessons for students.</p> <p>Headphones and otter boxes will also be purchased to go with these device along with carts for device storage.</p> <p>Additional resources will be purchased that is STAAR specific.</p>	2.4, 2.5, 2.6	Principal All Staff	Digital classrooms iPad/Chromebook ratio to student approaches 1:1 in each grade level.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: Title 1 Part A - 1354.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Kate Burgess students typically do not come to school having opportunities and experiences that will allow them to begin school on grade level. **Root Cause 1:** Parents may lack the knowledge or opportunity to adequately prepare their children.

Student Academic Achievement

Problem Statement 1: Many of Burgess students come in below grade level and lack basic foundational skills and required engagement required to be successful in the classroom. **Root Cause 1:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom.

Perceptions

Problem Statement 1: Kate Burgess 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, emotional processing.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Students will be identified for and enrolled in accelerated 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 block time as well as during station work with the teacher group. Additional leveled books will be purchased from the print shop to help fill this need for students to work on their grade level.
2	2	2	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. This includes the purchase and need of Math manipulatives for students to learn by using research based strategies and hands on learning. Title funds will also be used to purchase easels to use during Guided Writing. Headphones will also be purchased to go with these devices. RedCat systems will be purchased to help students learn material. The Redcats have the ability to make lessons more engaging with a better audio system, students will be able to present more clearly, and this is supplemental or an enhancing device for those in certain grade levels in which we ask for more student participation. This will work well with the 7 Steps process that we already do.

State Compensatory

Budget for Burgess Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$60.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$4,000.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,165.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$17,000.00
Benefits	6142 Group Health and Life Insurance	\$15,591.00
6100 Subtotal:		\$86,816.00

Personnel for Burgess Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alaniz, Jennifer	Instructional Coach	School Wide	.40
Boaz, Sue	Interventionist	School Wide	.25
Boyett, Tonia	PK Teacher	School Wide	.50
Cooper, Vickie	Aide	School Wide	.50
Koetter, Andrea	Instructional Coach	School Wide	.40
Maender, Kathryn	PK Aide	School Wide	.50
Mathis, Marcus	At-Risk Coordinator	School Wide	100
Poirot, Kelly	PK Teacher	School Wide	.50
Wahl, Sue Ellen	PK Aide	School Wide	.50
Wedel, Whitney	Aide	School Wide	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alaniz, Jennifer	Instructional Coach	School Wide	.30
Boaz, Sue	Interventionist	School Wide	.45
Cooper, Vickie	Aide	School Wide	.25
Koetter, Andrea	Instructional Coach	School Wide	.30
Wedel, Whitney	Aide	School Wide	.25

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Andrea Koetter	
Non-classroom Professional	Emily Valverde	
Administrator	Jeff Hill	
Non-classroom Professional	Marcus Mathis	
Classroom Teacher	Jennifer Alaniz	
Classroom Teacher	Sue Boaz	
Administrator	Donna Martin	
District-level Professional	Ana Griffiths	
Parent	Nicole Gentry	
Parent	Michael Barnes	

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
2	1	2	Parent Involvement Money		\$0.00
2	2	1	Tutor		\$0.00
2	2	2		Technology	\$1,000.00
4	1	2			\$0.00
4	1	3	Formative Loop		\$1,750.00
4	1	4			\$0.00
4	2	3	food		\$961.00
4	2	4			\$1,354.00
Sub-Total					\$5,065.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Tutor		\$4,000.00
Sub-Total					\$4,000.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		213 11 6112 00 105 8 30 000	\$0.00
1	1	2		213 11 6411 00 105 8 30 000	\$0.00
2	2	1	Tutor	213 11 6118 67 105 8 30 000	\$0.00
2	2	2		Technology	\$0.00
2	2	2	supplies and headphones	S & M	\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1			\$0.00
2	1	1			\$0.00
2	1	3			\$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
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$9,065.00

Addendums

Campus: Burgess

Principal: Jeff Hill

\$75,044.00 2018-2019 Title 1 Budget Allocation
\$3,354.00 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	105	9	30	000	\$250	Title I Substitutes
211	11	6117	00	105	9	30	000	\$30	Salary Stipends
211	11	6118	67	105	9	30	000		Tutors
211	13	6118	00	105	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	105	9	30	000	\$50,355	Teacher Salaries
211	11	6129	00	105	9	30	000	\$8,500	Aide Salaries
211	11	6142	00	105	9	30	000	\$12,805	Benefits
Contracted Services:									
211	13	6239	00	105	9	30	000		Region 9 esc services
211	11	6248	00	105	9	30	000	\$1,750	On-line services/Maint agreements
211	34	6294	67	105	9	30	000		Student busing for tutorials
211	11	6297	00	105	9	30	000		Printing
211	13	6299	00	105	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	105	9	30	000		Instructional Reading materials/books
211	11	6339	00	105	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	105	9	30	000	\$1,000	Technology
211	11	6397	00	105	9	30	000	\$354	Software/Licenses
211	11	6399	00	105	9	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	105	9	30	000		Teacher Staff Development Travel

TOTALS **\$75,044**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$961	
211	61	6299	00	105	9	30	215		PFE Contracted Services
211	61	6399	00	105	9	30	215	\$811	PFE Supplies
211	61	6499	00	105	9	30	215	\$150	PFE Snacks

TOTALS \$961
 Remaining Funds to Allocate: **\$0**

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

Principal Signature: _____

Date: _____