

Wichita Falls Independent School District

Booker T Washington Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Booker T Washington Elementary is a Title 1 School serving a Head Start 3 year old class, a Head Start 4 year old class, pre-K 4 through 5th grade with a diverse school community. Total Student enrollment is 310. The ethnic distribution is as follows: 53% African American, 24.6% Hispanic, 6% two-or more races, and 15% White. The economically disadvantaged rate of students is 91.6%. The at-risk rate of students is 95%. 11.2% of students are served with special education services. The ELL rate is 7%. 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 is at a 96.5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students do not have a strong educational foundation. **Root Cause:** The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.

Student Learning

Student Learning Summary

In the 2018-19 School Accountability, Booker T. Washington scored 53 in Domain 1, student achievement, which is an F rating. In Domain 2 Part A, Academic Growth, Booker T scored a 69, which is a D rating. In Domain 2 part B – Relative Performance - Booker T scored 55, which is a F rating. In Domain 3, Closing the Gaps, Booker T scored a 62, which is a D rating. The overall rating of Booker T was a 64, which is a D rating and in the met standard range.

Due to COVID-19 in the spring of 2020, STAAR tests were cancelled. Students showed significant improvement on the 5th grade benchmark assessments taken in February.

Student Learning Strengths

In Domain 2 Part A, Academic Growth, Booker T scored a 69, which is an D rating. Although this is a D Rating, we were 1 point from a C rating. We had 100 students who made progress and earned 1 point and 21 students who made progress earning the school 1/2 point out of 162 possible points.

Due to COVID-19 in the spring of 2020, STAAR tests were cancelled. Students showed significant improvement on the 5th grade benchmark assessments taken in February.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. **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. All teachers minus the new teachers have been 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. All classrooms are equipped with Chromebooks. The 2019-20 school year, Booker T. staff were trained in Seidlitz teaching strategies. The Seidlitz facilitator, admin, coaches, and lead teachers conducted Seidlitz instruction rounds preparing for certification. COVID-19 prevented the final rounds for certification.

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.

Instructional coaches assist with lesson planning once a week during teacher's conference periods.

Teachers receive instructional coaching based off of teacher need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are overwhelmed by the amount of district initiatives that have been implemented and struggle to implement all of them with fidelity. **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, Seidlitz, Balanced Literacy, Google Training, Capturing Kids Hearts. For 2019-2020 we are beginning the Seidlitz training. We will continue the HRS/ASOT, CKH, Balanced Literacy, Guided Math, and Google.

Perceptions

Perceptions Summary

Capturing Kids' Hearts has improved the connection between staff and students. This is the third year of full implementation of CKH. The admin team meets with the CKH facilitator to gain further knowledge and information to properly implement the program.

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.

Booker T has a strong PTA who are primarily supported by community members who do not have children or grandchildren that attend the school but just want to be involved in the younger generation's education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a percentage of students who struggle with appropriate social behaviors. There were 194 discipline referrals during the 2018-19 school year up 16% from the previous year. **Root Cause:** Inappropriate behaviors are hindering academic achievement.

Priority Problem Statements

Problem Statement 1: Students do not have a strong educational foundation.

Root Cause 1: The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR.

Root Cause 2: 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.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a percentage of students who struggle with appropriate social behaviors. There were 194 discipline referrals during the 2018-19 school year up 16% from the previous year.

Root Cause 3: Inappropriate behaviors are hindering academic achievement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Teachers are overwhelmed by the amount of district initiatives that have been implemented and struggle to implement all of them with fidelity.

Root Cause 4: 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, Seidlitz, Balanced Literacy, Google Training, Capturing Kids Hearts. For 2019-2020 we are beginning the Seidlitz training. We will continue the HRS/ASOT, CKH, Balanced Literacy, Guided Math, and Google.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data








- Campus leadership data
- Professional development needs assessment data




Goals







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

Performance Objective 1: Retain 90% of staff from 2020-2021

Evaluation Data Sources: HR Documents, Position control forms, and assignments.

<p>Strategy 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> <p>Strategy's Expected Result/Impact: HR Certified teacher report</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative Reviews		
<p>Strategy 2: Professional development to include but not limited to: HRS, CKH, Guided Math, Balanced Literacy, Seidlitz, 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> <p>Strategy's Expected Result/Impact: Meeting and staff development agendas to include PD. We are looking for improvement on state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional coaches, lead teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: professional Development - Focus/Priority Funds, travel - Focus/Priority Funds</p>	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Student performance will improve as more highly effective staff are recruited and retained.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
			
	Nov	Feb	May
			

<p>Strategy 4: Refresh and train new teachers on Response to Intervention training on entering RtI data into Eduphoria. Data to be used by MTSS Team.</p> <p>Strategy's Expected Result/Impact: Training will occur in September after Eduphoria training.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: District SD - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Implementation of the HRS model</p> <p>Staff Responsible for Monitoring: Principals, AP Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Subs - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: Teachers will attend district-provided staff development for new teachers (New Teacher Support Program).</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: District Curriculum Specialists Human Resources</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 7: Teachers and administrators will attend Professional Development training on accountability system, instructional strategies and behavior strategies.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Implementation of strategies Lower number of behavior referrals</p> <p>Staff Responsible for Monitoring: Principals Teachers District Behavior Specialists Region 9</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased use of strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, AP Instructional Coaches District Technology Dept</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Instructional Coaches - Salaries & Benefits - Title II Part A, Instructional Coaches -Salaries & Benefits - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students do not have a strong educational foundation. Root Cause: The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.</p>
Student Learning
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. 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.</p>

School Processes & Programs

Problem Statement 1: Teachers are overwhelmed by the amount of district initiatives that have been implemented and struggle to implement all of them with fidelity. **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, Seidlitz, Balanced Literacy, Google Training, Capturing Kids Hearts. For 2019-2020 we are beginning the Seidlitz training. We will continue the HRS/ASOT, CKH, Balanced Literacy, Guided Math, and Google.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2021, 90% of Kindergarten will advance beyond KG phonological levels. 80% of first and second graders will be on grade level.

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

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations.</p> <p>Increased ratio of device to student.</p> <p>Staff Responsible for Monitoring: Principal in conjunction with Federal programs office</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: software - SCE</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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> <p>Strategy's Expected Result/Impact: More students in Pre-K and kinder Increase community and family engagement Help at-risk students meet state standards</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students do not have a strong educational foundation. Root Cause: The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.</p>
Student Learning
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. 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.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the percentage of 5th grade students making progress on their STAAR tests from 75% to 84% by May 2021.

Evaluation Data Sources: Math BOY/EOY tests/unit tests/formal and summative assessments/STAAR results

<p>Strategy 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. Covid paraprofessionals were hired for the 2020-21 school year to support virtual learners. Tutors are hired to assist in the core STAAR subjects in grades 3-5</p> <p>Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations.</p> <p>Increased ratio of device to student.</p> <p>Staff Responsible for Monitoring: Principal in conjunction with Federal programs office</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Covid paras, at-risk coordinator, technology, tutors - SCE</p>	Formative Reviews		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			





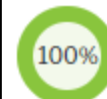

Performance Objective 2 Problem Statements:









Demographics
<p>Problem Statement 1: Students do not have a strong educational foundation. Root Cause: The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.</p>
Student Learning
<p>Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. 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.</p>

Goal 3: Connect high school to career and college.

Performance Objective 1: 90% of 5th grade students will pass the STAAR test during the administration (May 2021) which will decrease the amount of student who need to attend summer school for SSI.

Evaluation Data Sources: Statement of Concerns; SSI summer school lists and scores



<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: HR report of new staff completing training Agendas from meetings</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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 (covid permitted).</p> <p>Strategy's Expected Result/Impact: Participation in fair and field trips</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: field trips - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Smooth transition from DAEP back to campus</p> <p>Staff Responsible for Monitoring: Principal, Teachers of DAEP students</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: Counselor will explore career opportunities with students</p> <p>Strategy's Expected Result/Impact: Counselor plans</p> <p>Staff Responsible for Monitoring: Principals and counselor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			




<p>Strategy 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> <p>Strategy's Expected Result/Impact: Lesson plans from teachers Work returned from students</p> <p>Staff Responsible for Monitoring: Assistant principal At-risk coordinator Teacher</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: at-risk coordinator - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Staff Responsible for Monitoring: Principal At-Risk Coordinator Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 7: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Fitnessgram results</p> <p>Staff Responsible for Monitoring: PE teacher</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.





Performance Objective 1: Improve Domain IIA, School Progress, from 69 in 2019 to 80 in 2021.

Evaluation Data Sources: Data from unit tests, Benchmarks, and STAAR assessments


<p>Strategy 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. Covid paras and tutors will assist with RtI and small group intense instruction.</p> <p>Strategy's Expected Result/Impact: Reading and math data CBA scores Math and reading benchmarks MAP Testing</p> <p>Staff Responsible for Monitoring: Principal, AP, instructional coaches, classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: supplies, tutors, covid paras - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Monthly attendance reports and homeless reports Data meeting info</p> <p>Staff Responsible for Monitoring: Attendance clerk, at-risk coordinator, Principal, AP</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: at-risk coordinator - SCE, Classroom supplies and materials - Title 1 Part A, Rdg Materials - SCE</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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, as well as, 2 Title 1 parent involvement events. Also, a Title I meeting will be held to share information with parents. A parent engagement event will include a literacy event to promote reading.</p> <p>Strategy's Expected Result/Impact: Parent attendance at school functions</p> <p>Staff Responsible for Monitoring: Principal, Site Based Team</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Parent involvement supplies - Title 1 Part A, Food for parent involvement events - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			


<p>Strategy 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> <p>Strategy's Expected Result/Impact: Seamless transition of migrant students with non-migrant students CBA scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: supplies - Focus/Priority Funds, headphones - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: TELPAS scores, CBA scores</p> <p>Staff Responsible for Monitoring: Principal, ESL teacher, teachers of LEP students</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: Students who did not meet the SSI requirement for meeting the standard on STAAR will have an Accelerated Instructional Plan in place.</p> <p>Strategy's Expected Result/Impact: Lesson plans AI Plans Tutoring RtI groups</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased performance of targeted students.</p> <p>Staff Responsible for Monitoring: Principals Teachers District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Instructional Coaches- 40% Salary & Benefits - Title 1 Part A, tutorials - Focus/Priority Funds, tutorials - Title 1 Part A, tutor bus - Focus/Priority Funds</p>	Formative Reviews		
<p>Strategy 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 and other online resources to improve this.</p> <p>Strategy's Expected Result/Impact: Assessment data</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Online programs - Title 1 Part A - 211E11624800125930215, Supplies - Title 1 Part A - 211E61639900125930215</p>	Formative Reviews		
<p>Strategy 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> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Tutoring - Title 1 Part A - 211E11611867125930000, Other expenses - Title 1 Part A - 211E61649900125930215, Other Contracted Services - Title 1 Part A - 211E31629900125930215</p>	Formative Reviews		
<p>Strategy 10: The campus at-risk coordinator will identify all students who meet the criteria and meet with them on a regular basis discussing their academic goals and future.</p> <p>Strategy's Expected Result/Impact: students identified at-risk will raise their STAAR scores.</p> <p>Staff Responsible for Monitoring: principal at-risk coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: at-risk coordinator - SCE</p>	Formative Reviews		

Nov	Feb	May
		
		
		
		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students do not have a strong educational foundation. **Root Cause:** The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.

Student Learning

Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. **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.







Perceptions

Problem Statement 1: There is a percentage of students who struggle with appropriate social behaviors. There were 194 discipline referrals during the 2018-19 school year up 16% from the previous year. **Root Cause:** Inappropriate behaviors are hindering academic achievement.

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Domain I, Student Achievement, from 53 in 2019 to 70 in 2021

Evaluation Data Sources: Unit tests, benchmark data, interim assessment data, and STAAR data

<p>Strategy 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. Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations. Staff Responsible for Monitoring: Principal, AP, instructional coaches, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction Staff Responsible for Monitoring: Admin team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students do not have a strong educational foundation. Root Cause: The majority of our students live in low-income housing and rental property; therefore, they move frequently and Booker T. Washington has a high mobility rate. Additional training and classroom resources are needed to meet students' needs.
Student Learning
Problem Statement 1: Many students come to school at least one grade level behind, and academic Achievement domain 1 score is of 53% passing STAAR. 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.
Perceptions
Problem Statement 1: There is a percentage of students who struggle with appropriate social behaviors. There were 194 discipline referrals during the 2018-19 school year up 16% from the previous year. Root Cause: Inappropriate behaviors are hindering academic achievement.

State Compensatory

Personnel for Booker T Washington Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Lacy	Instructional Coach: Reading	School Wide	.40
Hensley, Theresa	Aide	COVID CARE	.100
Hughes, Janeth	Interventionist	School Wide	.75
Jordan, William	At-Risk Coordinator	School Wide	.100
Pipkin, Jimmy	Aide	School Wide	.90
Williams, Nichelle	Aide	COVID CARE	.100
Wolf, Melanie	Instructional Coach: Math	School Wide	.40

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA was done as a Site based team by using the "Questions to consider."

Subcommittees created to break up each of the 4 areas and reported out to the larger group.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Strategies were developed by the SBDM committee and regularly reviewed. They were approved at the August meeting, will be reviewed at the November and February meetings and then finalized at the May meeting.

2.2: Regular monitoring and revision

Changes were made as needed throughout the year as needs evolved and changed. These changes were all reviewed by the SBDM committee and added in to Plan4Learning.

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

The finished plan was posted to our school website in both Spanish and English. If another language is requested, school will work with the Foreign Language department to make this happen.

2.4: Opportunities for all children to meet State standards

See strategies below:

1. All students participate in intervention involving Phonics/reading and foundational math instruction through small groups and RtI.
2. All students are tracked weekly on their performance to STAAR/TEK aligned unit assessments.
3. All students participate in BOY, MOY and EOY MAP assessments.

4. All students have a running record done on a routine basis to show growth.

2.5: Increased learning time and well-rounded education

See strategies below:

1. RtI
2. Tutoring
3. Accelerated instruction
4. Small groups

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

See strategies below:

At-risk coordinator with the help of teachers, instructional coaches, and admin identify at-risk students and an individualized plan is created by the teachers to use during small group instruction and RtI.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

Distributed at Parent Teacher Conferences on October 2020.

3.2: Offer flexible number of parent involvement meetings

See strategies below:

Trunk or Treat offered around Halloween

Each spring parent involvement night sponsored by a PIE partner

Each 6 weeks a Pre-K Family engagement event is held at the school

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Lacy	Instructional Coach: Reading	School Wide	.40
Hughes, Janeth	Interventionist	School Wide	.25
Wolf, Melanie	Instructional Coach: Math	School Wide	.40

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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	Instructional Coaches- 40% Salary & Benefits		\$0.00
4	1	7	tutorials		\$0.00
4	1	8	Online programs	211E11624800125930215	\$0.00
4	1	8	Supplies	211E61639900125930215	\$0.00
4	1	9	Tutoring	211E11611867125930000	\$0.00
4	1	9	Other expenses	211E61649900125930215	\$0.00
4	1	9	Other Contracted Services	211E31629900125930215	\$0.00
Sub-Total					\$0.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Coaches - Salaries & Benefits		\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Coaches -Salaries & Benefits		\$0.00
2	1	1	software		\$0.00
2	2	1	Covid paras, at-risk coordinator, technology, tutors		\$0.00
3	1	2	field trips		\$0.00
3	1	5	at-risk coordinator		\$0.00
4	1	1	supplies, tutors, covid paras		\$0.00
4	1	2	at-risk coordinator		\$0.00
4	1	2	Rdg Materials		\$0.00
4	1	10	at-risk coordinator		\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$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					\$0.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6118 67 125 1 30 000		43,877.00	43,877.00	0.00	0.00	0.00	43,877.00
211 E 11 6119 00 125 1 30 000		54,171.00	54,171.00	0.00	0.00	0.00	54,171.00
211 E 11 6129 00 125 1 30 000	Sal/Wages Support Personl	15,400.00	15,400.00	0.00	0.00	0.00	15,400.00
211 E -- 61-- -- -- -- --		113,448.00	113,448.00	0.00	0.00	0.00	113,448.00
6200	Contracted Svc						
211 E 11 6248 00 125 1 30 000		2,870.00	2,870.00	0.00	0.00	2,370.00	500.00
211 E -- 62-- -- -- -- --		2,870.00	2,870.00	0.00	0.00	2,370.00	500.00
6300	Supplies						
211 E 61 6399 00 125 1 30 215	Supplies & Mat/00/Parent Invol	775.00	775.00	0.00	0.00	0.00	775.00
211 E -- 63-- -- -- -- --		775.00	775.00	0.00	0.00	0.00	775.00
6400	Other Op Costs						
211 E 61 6499 00 125 1 30 215	Other Misc Oper Exp/00/Parent	500.00	500.00	0.00	0.00	0.00	500.00
211 E -- 64-- -- -- -- --		500.00	500.00	0.00	0.00	0.00	500.00
211 E -- -- -- -- --		117,593.00	117,593.00	0.00	0.00	2,370.00	115,223.00
211 - -- -- -- -- --		-117,593.00	-117,593.00	0.00	0.00	-2,370.00	-115,223.00
Grand Expense Totals		117,593.00	117,593.00	0.00	0.00	2,370.00	115,223.00

Number of Accounts: 6

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount
199	E	11	6112	00	125	0 30 000	Substitutes				
199	E	11	6112	00	125	0 30 300	Substitutes				
199	E	11	6112	67	125	0 30 000	Substitutes-tutorials				
199	E	11	6118	67	125	0 30 000	Extra Duty-prof-tutorials	8,000.00			
199	E	11	6118	67	125	0 30 290	Extra Duty-prof-tutorials				
199	E	11	6219	00	125	0 30 000	Prof Services				
199	E	11	6248	00	125	0 30 000	Maint Agr/online Srv				
199	E	11	6295	67	125	0 30 000	Transportaion Chgs				
199	E	11	6295	67	125	0 30 290	Transportaion Chgs				
199	E	11	6297	00	125	0 30 000	Print Shop Services				
199	E	13	6299	00	125	0 30 000	Misc Contr Srvs				
199	E	11	6329	00	125	0 30 000	Reading Materials				
199	E	11	6395	00	125	0 30 000	Computer Equipment				
199	E	11	6396	00	125	0 30 000	Misc Eqmt 1k To <5000				
199	E	11	6397	00	125	0 30 000	Software/lic <5000				
199	E	11	6399	00	125	0 30 000	Supplies	3,880.00			
199	E	11	6412	00	125	0 30 000	Travel - Students/00/X				
---								11,880.00			

---								-11,880.00			

Grand Expense Totals 11,880.00

Number of Accounts: 17

***** End of report *****