

# Wichita Falls Independent School District

## Burgess 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 **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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Kate Burgess is a small PK-5 elementary school located on the north side of Wichita Falls that has around 300 students per year. We are 95% EcoDis with 40% African American, 25% Hispanic, 25% White and 10% 2 or more. These numbers have stayed fairly consistent over the past 5 years with +/- 3-5%.	5
Enrollment numbers seem to be down, but also plateauing off around 300 students. On average we see about a 10% turnover rate with 30-40 new students coming in and 30-40 students leaving throughout the year. Attendance rates remain very high and stay around 98% for the year. This trend has continued the last 5 years.	
Discipline referrals have gone significantly down in the last 4 years. Down from over 1000 to just over 200 in the 2019-2020 school year. All staff members are highly qualified with experience ranging from 2 years to 25 years of experience.	5
Employee retention has been a challenge. Last year we lost 4 employees and for the current year, we stand at losing 5 employees. Professional development is centered around district programs and initiatives. Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings. Class sizes are kept very low with the exception of our KG classes. Most classes range from 13-16, but KG has 21-22 in each class. This will change in the current year with the addition of a third KG teacher.	5
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Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings.	5
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kate Burgess is a small PK-5 elementary school located on the north side of Wichita Falls that has around 300 students per year. We are 95% EcoDis with 40% African American, 25% Hispanic, 25% White and 10% 2 or more. These numbers have stayed fairly consistent over the past 5 years with +/- 3-5%.

Enrollment numbers seem to be down, but also plateauing off around 300 students. On average we see about a 10% turnover rate with 30-40 new students coming in and 30-40 students leaving throughout the year. Attendance rates remain very high and stay around 98% for the year. This trend has continued the last 5 years. Discipline referrals have gone significantly down in the last 4 years. Down from over 1000 to just over 200 in the 2019-2020 school year. All staff members are highly qualified with experience ranging from 2 years to 25 years of experience.

Employee retention has been a challenge. Last year we lost 4 employees and for the current year, we stand at losing 5 employees. Professional development is centered around district programs and initiatives. Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings. Class sizes are kept very low with the exception of our KG classes. Most classes range from 13-16, but KG has 21-22 in each class. This will change in the current year with the addition of a third KG teacher.

Site based team includes teachers, admins, district staff, parents and community members.

### Demographics Strengths

Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings.

Class sizes are kept very low with a range from 13-16. An addition of a third KG teacher this year will keep these classes small as well.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Kate Burgess loses 10% of staff each year resulting in teachers who are at various levels of implementation with key district programs. **Root Cause:** Teachers need updated training on key programs to calibrate all staff to the same level of expertise with each program.

# Student Learning

## Student Learning Summary

2019-2020. 2019 scores: Kate Burgess received an F overall rating for the 2018-2019 school year. The student achievement domain score was a scale score 56, raw score 30. Domain 2A was a scale score of 58 and a raw score of 60%. Domain 3 saw a raw score of 22 and a scale score of 59.

Due to Covid-19, state assessments were dropped; therefore, student achievement scores are not available.

However, there has been a dramatic upward trend in student performance over the last 5 years on state assessments, especially when you compare Domain 1 scores that have increased from 18 in 2015 to 21 in 2016 to 24 in 2017 to 31 in 2018 and 30 in 2019. All students are phonics and phonological screened and then provided specific intervention for needed areas. Students math fluency is also tracked through Formative Loop. Enrichment activities are also provided through the use of novel studies in grades 2-5. To identify the most crucial needs, frequency distribution charts are analyzed as well as student performance on Readiness standards. These skills are then retaught in intervention blocks and given higher priority and more teaching time in the classroom. MTSS is held monthly and meticulous notes are taken on each student.

## Student Learning Strengths

There has been a dramatic upward trend in student performance over the last 5 years on state assessments, especially when you compare Domain 1 scores that have increased from 18 in 2015 to 21 in 2016 to 24 in 2017 to 31 in 2018 and 30 in 2019.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. **Root Cause:** The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.

# School Processes & Programs

## School Processes & Programs Summary

Professional development at the campus level is either embedded into PLCs or done during campus PD days. All PD is centered around district programs and initiatives. Kate Burgess prides itself on being a leader in all district initiatives and programs and is in fact the only campus to have HRS Level 3, CKH Showcase and Seidlitz showcase. A formative assessment process is done at each campus through the review of the CIP in November, February and May. STAAR rigor is introduced week 1 and that urgency is in place each week from day 1 through the use of weekly assessments that are STAAR aligned in grades 1-5 in every subject area. Each staff member is tasked with creating a scope and sequence with aligned assessments that aligns with Readiness Standards set forth by the state. The campus goal is on growth and that growth is tracked weekly through assessments and then also in a BIG SCORE SHEET for all major assessments and benchmarks.

## School Processes & Programs Strengths

Kate Burgess prides itself on being a leader in all district initiatives and programs and is in fact the only campus to have HRS Level 3, CKH Showcase and Seidlitz showcase. A formative assessment process is done at each campus through the review of the CIP in November, February and May. STAAR rigor is introduced week 1 and that urgency is in place each week from day 1 through the use of weekly assessments that are STAAR aligned in grades 1-5 in every subject area. Each staff member is tasked with creating a scope and sequence with aligned assessments that aligns with Readiness Standards set forth by the state. The campus goal is on growth and that growth is tracked weekly through assessments and then also in a BIG SCORE SHEET for all major assessments and benchmarks.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is currently not a system in place of incentives to ensure the best teachers are placed at the neediest campuses. **Root Cause:** Campuses perform outside their means and find ways to be successful. Added personnel does not equal added value.

**Problem Statement 2 (Prioritized):** 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 Attendance rate stays over 98%, making it one of the top 10 highest in our campus group. 2% of the students make up 98% of the discipline. 3 students have 15+ referrals and monopolize most support staff time during the day. Our social worker conducts bullying awareness talks with grade levels and classes, as well as proactively meets with lunch groups throughout the year to eliminate bullying from the campus. Kate Burgess received HRS Level 1 certification in 2017 for Safe and Collaborative Culture. Only 1 student was sent to DAEP for discretionary placement. He bit an employee, but was only 9, so the assault on employee did not apply as mandatory. We have a clearly defined discipline management plan as well as implementation of Capturing Kids Hearts. Kate Burgess was named a Capturing Kids Hearts National Showcase campus in 2019 and 2020. Teacher retention is a challenge. There is no incentive for teachers to stay at Burgess and work a more demanding job than others within the district. New teachers are supported through a variety of checks and trainings in PLCs and faculty meetings. This was a big part of being certified in HRS Level 2 for Highly effective instruction in every classroom.

## Perceptions Strengths

Kate Burgess Attendance rate stays over 98%, making it one of the top 10 highest in our campus group.

Kate Burgess was named a Capturing Kids Hearts National Showcase campus in 2019 and 2020.

Kate Burgess received HRS Level 1 certification in 2017 for Safe and Collaborative Culture.

New teachers are supported through a variety of checks and trainings in PLCs and faculty meetings. This was a big part of being certified in HRS Level 2 for Highly effective instruction in every classroom.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The city perception of our school is still one of chaos and low academic standards that was created years ago and exists still today. **Root Cause:** The community links poverty to low achievement and poor performance. No prestige is placed on teachers who choose to teach at Kate Burgess. There is no system in place to ensure the best teachers are at the neediest schools.



# Priority Problem Statements

**Problem Statement 1:** Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators.

**Root Cause 1:** The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Kate Burgess loses 10% of staff each year resulting in teachers who are at various levels of implementation with key district programs.

**Root Cause 2:** Teachers need updated training on key programs to calibrate all staff to the same level of expertise with each program.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is currently not a system in place of incentives to ensure the best teachers are placed at the neediest campuses.

**Root Cause 3:** Campuses perform outside their means and find ways to be successful. Added personnel does not equal added value.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Not all staff have all available technology.

**Root Cause 4:** 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.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** The city perception of our school is still one of chaos and low academic standards that was created years ago and exists still today.

**Root Cause 5:** The community links poverty to low achievement and poor performance. No prestige is placed on teachers who choose to teach at Kate Burgess. There is no system in place to ensure the best teachers are at the neediest schools.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Accountability Data**

- Federal Report Card Data







# Goals

Revised/Approved: August 19, 2020

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

**Performance Objective 1:** Maintain 85% of staff from 2020-2021 to the 2021-2022 school year.

**Evaluation Data Sources:** HR documents Position Control forms and assignments.

<p><b>Strategy 1:</b> Professional Development: Job embedded PD will be provided weekly during PLCs. The focus will center around the major district initiatives.</p> <p>Covid Care Paraprofessionals Salaries / SCE funds will be provided to Kate Burgess for use in filling gaps left from a COVID schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> More complete implementation of district programs. Increase in TTESS ratings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs, Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SCE/Title Salaries for Coaches/Interventionist - Title 1 Part A - \$150,000, Covid Care Paraprofessionals - SCE - \$40,000</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 2:</b> Parent and Family engagement Policy will be reviewed and approved at 1st SBDM meeting.</p> <p>Parent Involvement nights for the year will include, but not limited to.</p> <ul style="list-style-type: none"> <li>-Parent engagement/Title Meeting</li> <li>-2 PreK Family events</li> <li>-Trunk or Treat</li> <li>-Art Night</li> </ul> <p>5 Fine Art nights with Grades KG, 1st, 2nd, 3rd and 4th.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve relationship between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** There is currently not a system in place of incentives to ensure the best teachers are placed at the neediest campuses. **Root Cause:** Campuses perform outside their means and find ways to be successful. Added personnel does not equal added value.


**Perceptions**





**Problem Statement 1:** The city perception of our school is still one of chaos and low academic standards that was created years ago and exists still today. **Root Cause:** The community links poverty to low achievement and poor performance. No prestige is placed on teachers who choose to teach at Kate Burgess. There is no system in place to ensure the best teachers are at the neediest schools.

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 1:** The % of PreK students that score on grade level or above in Letter knowledge will increase by 35% from BOY to EOY and Math will increase by 5% from BOY to EOY by June 2021 based on EOY Circle.

**Evaluation Data Sources:** Circle Scores.

<p><b>Strategy 1:</b> PK teachers will PLC with their curriculum specialists and track these essential skills for growth. Ss will be assessed regularly and plans and interventions will be given accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Letter knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP,, Curriculum specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue






**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 2:** The % of KG students that score on grade level or above in Language and Literacy will increase by 15% from BOY to EOY in TX-KEA and Math will increase by 17 points from BOY to EOY by June 2021 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP, TX-KEA Assessments / reports

<p><b>Strategy 1:</b> All Kate Burgess students will be initially phonics/phonologically screened, placed into groups based on need for 4 7 week cycles.</p> <p>KG teachers will meet weekly with ICs, Interventionist to plan and go over data relating to weekly phonological and math skills aligned to FP and TRS.</p> <p><b>Strategy's Expected Result/Impact:</b> All students leaving the year reading on grade level.</p> <p>Increased TX-KEA scores</p> <p><b>Staff Responsible for Monitoring:</b> ICs AP Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 3:** The % of 1st grade students that score on grade level or above in Reading will increase 15 points from BOY to EOY and Math will increase by 16 points from BOY to EOY by June 2021 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP Assessment / Reports

<p><b>Strategy 1:</b> 1st grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement due to greater attendance (time on task)</p> <p><b>Staff Responsible for Monitoring:</b> 1st Grade teachers, Principal, AP, ICs, Interventionist.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
	 70%		

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue








**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</p>

**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 4:** The % of 2nd grade ss that score on grade level or above in Reading will increase by 13 points from BOY to EOY and Math will increase by 14 points from BOY to EOY by June 2021 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP Assessment / Reports

<p><b>Strategy 1:</b> 2nd grade teachers will meet weekly in PLCs with ICs and Interventionist to break down weekly assessment scores that are aligned to state standards and TRS. Small groups will be created that focus on ss Reading and MATH MAP topics needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, 2nd grade team, ICs, Interventionist.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**











Student Learning
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</p>



**Goal 2:** Build a foundation of literacy and numeracy.

**Performance Objective 5:** The % of 3rd grade students that score on grade level or above in Reading will increase 10 points from BOY to EOY and Math will increase by 12 points from BOY to EOY by June 2021 based on EOY MAP Assessment.

**Evaluation Data Sources:** MAP Assessment / Reports

<p><b>Strategy 1:</b> Weekly assessment scores that are STAAR and TRS aligned will be tracked for growth. Ss will be grouped by needed skills and worked with at the teacher table weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP scores.</p> <p><b>Staff Responsible for Monitoring:</b> 3rd Grade teachers, Principal, AP, ICs.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> District will provide campus with 2 ICs and an interventionist to assist campus in meeting these goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction resulting in greater student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Performance Objective 5 Problem Statements:**


<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is currently not a system in place of incentives to ensure the best teachers are placed at the neediest campuses. <b>Root Cause:</b> Campuses perform outside their means and find ways to be successful. Added personnel does not equal added value.</p>


**Goal 3:** Connect high school to career and college.


**Performance Objective 1:** Social worker will present 5-10 lessons into classes on preparing for college and Career/Military readiness by May 2021.


**Evaluation Data Sources:** Social Worker schedule

<p><b>Strategy 1:</b> Social worker will meet with classes and small groups to ensure ss begin thinking of a plan for their future.</p> <p>Ss will go to weekly clubs that allow them to make choices based on interest to discover what they want to study in junior high and high school and beyond.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with a more well rounded education. Students become aware of a different normal than what they may currently be experiencing. Higher attendance rate for KB students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Feb	May
	 0%		

 No Progress

 Accomplished








 Continue/Modify

 Discontinue

**Goal 3:** Connect high school to career and college.

**Performance Objective 2:** Will implement additional days of instruction summer program for students as an option for summer 2021.

**Evaluation Data Sources:** Program registrations.

<p><b>Strategy 1:</b> IC will serve on planning committee for this new program.</p> <p><b>Strategy's Expected Result/Impact:</b> Ss will choose to attend this added summer instruction time which will result in a decrease in their summer learning loss.</p> <p><b>Staff Responsible for Monitoring:</b> IC, AP, Principal</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Kate Burgess students struggle to come close to meeting the Domain 1 and Domain 3 indicators. <b>Root Cause:</b> The majority of Kate Burgess students are below grade level in Reading and Math and come to school with high ACE scores, low IQs and social emotional issues that all work together to negatively impact their academic achievement.</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 18 to 44

All Students Math: From 25 to 46

African American Reading: From 15 to 32

African American Math: From 22 to 31

White Reading: From 23 to 60

White Math: From 37 to 59

EcoDis Reading: From 18 to 33




EcoDis Math: From 25 to 36.


**Evaluation Data Sources:** Reading/Math Demographic Group data For CBAs/Benchmarks


CBA scores

Weekly formative data

STAAR Scores

<p><b>Strategy 1:</b> Title 1 Part A, Improving Basic Programs: 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. Staff funded with Title funds at Kate Burgess will work with students during Intervention Blocks on TEK specific material to ensure all students meet the state standard.</p> <p>Title money will be spent on purchasing voice enhancement systems for each classroom to increase engagement with all students.</p> <p>In addition, SCE funds will be used to purchase Math kits from One Eyed Jacks and other math manipulatives for use in the classroom.</p> <p>Title money will also be used to purchase additional white boards for each classroom. Classrooms already have 1 whiteboard that is used for teacher materials. This additional white board will serve as a collaboration space for students.</p> <p>Title Money will also be spent to purchase Education Galaxy to improve ss Math foundational skills.</p> <p>Title money will also be used to provide payment to any teacher who wants to tutor after school.</p> <p>Title/SCE money used to purchase Formative Loop to improve basic Math computation.</p> <p>Title money will also be used to purchase reading instruction materials and supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement/achievement on Domain 3 scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Box Cars Materials - Title 1 Part A - \$5,000, Swivls - Focus/Priority Funds - \$1,200, RedCats - Focus/Priority Funds - \$9,000, Redcats - Title 1 Part A - 6396 - \$20,000, Tutoring - Title 1 Part A - \$1,200, White Boards - SCE - \$5,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p><b>Strategy 2:</b> Accelerated Instruction: All students will be phonological and phonics screened and grouped based on needed interventions. Those students not requiring phonics instruction will be grouped for enrichment activities in novel studies. The Spring will be used to group students based on state assessment needs and provided accelerated instruction aligned with state assessments and most commonly assessed content.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading at or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Inst. Coaches, Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative Reviews		
	Nov	Feb	May
			
<p><b>Strategy 3:</b> Special Programs: Teachers will take part in MTSS meetings monthly to identify students in need of services, whether that be Special Education services, tiered services or GT services.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher achievement levels of students receiving tiered services and special education.</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative Reviews		
	Nov	Feb	May
			

<b>Strategy 4: At Risk:</b> Campus at risk coordinator will keep lists of students who are coded as at risk and input into Skyward. At Risk students will be provided small group instruction in the classroom as well as pull out services during intervention time in Math and Reading. <b>Strategy's Expected Result/Impact:</b> Reduced number of At Risk students. Higher performance levels of at risk students. <b>Staff Responsible for Monitoring:</b> Assistant Principal, homeroom teachers, intervention block teachers. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> There is currently not a system in place of incentives to ensure the best teachers are placed at the neediest campuses. <b>Root Cause:</b> Campuses perform outside their means and find ways to be successful. Added personnel does not equal added value.

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Improve Growth Status for Domain 2A

All students Reading: From 65 to 66

All students Math: From 57 to 71







EcoDis Math: From 58 to 68

**Evaluation Data Sources:** Reading/Math Demographic Group data For CBAs/Benchmarks

CBA scores

Weekly formative data

STAAR Scores

<p><b>Strategy 1:</b> Teachers, along with ICs will track students big scores on benchmarks to compare to last year's STAAR score to verify if students are meeting growth goals. All students will set growth goals based on prior year STAAR performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% students hitting growth targets</p> <p><b>Staff Responsible for Monitoring:</b> Hill, Gates, Brownfield, Koetter, 4th, 5th teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Campus will continue to implement and monitor district programs. Seidlitz, CKH, HRS componenets will be rolled out weekly in grade level PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> As a result of implementation of programs, tier 1 instruction will be improved in all classrooms, resulting in higher levels of learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Hill, gates, valverde, ICs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

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

All: From 29 to 47

African American: From 26 to 36

Hispanic: From 31 to 41

White: From 30 to 58

SPED: From 22 to 23

2+: From 36 to 55







EcoDis: From 29 to 38

**Evaluation Data Sources:** Reading/Math Demographic Group data For CBAs/Benchmarks

CBA scores

Weekly formative data

STAAR Scores

<p><b>Strategy 1:</b> Meets % will be disaggregated out by subpop for every benchmark given at Kate Burgess.</p> <p>Intervention Groups will be made to increase the number of students scoring at the Meets performance level in daily classroom instruction and during intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students scoring at Meets standard individually and by subgroup.</p> <p><b>Staff Responsible for Monitoring:</b> All classroom teachers, ICs, Principal, AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> Each classroom will create a system whereby students set goals based on prior performance and track their progress on those goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



# State Compensatory

## Personnel for Burgess Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brownsfield, Teri	Instructional Coach: Reading	School Wide	.40
Centeno, Maria	Aide	COVID CARE	.100
Espinoza, Emily	Aide	COVID CARE	.100
Koetter, Andrea	Instructional Coach: Math	School Wide	.40
Slater, Donna	Interventionist	School Wide	.25
Trammell, Douglas	Aide	School Wide	.50
Wiggins, Sheravia	Aide	School Wide	.50

# **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, Reviewed at the November and February meeting 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 below.

1. All students participate in intervention involving Phonics and foundational math instruction.
2. All students are tracked weekly on their performance to STAAR/TEK aligned assessments.
3. All ss participate in BOY, MOY and EOY MAp assessments.

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

See list below

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

See below

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

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

Distributed at Parent Teacher Conferences on October 21, 2019.

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

Parent Orientation Meeting (Title) Offered in late August

Trunk or Treat offered around Halloween

Each grade level hosts a night to showcase students Fine Arts skills with music and artwork.

Each spring parent involvement night sponsored by an IDEA Grant.

Each 6 weeks a Pre-K Family engagement event is held in the cafeteria.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brownsfield, Teri	Instructional Coach: Reading	School Wide	.30
Koetter, Andrea	Instructional Coach: Math	School Wide	.30
Slater, Donna	Interventionist	School Wide	.45
Trammell, Douglas	Aide	School Wide	.25
Wiggins, Sheravia	Aide	School Wide	.25

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE/Title Salaries for Coaches/Interventionist		\$150,000.00
4	1	1	Box Cars Materials		\$5,000.00
4	1	1	Redcats	6396	\$20,000.00
4	1	1	Tutoring		\$1,200.00
<b>Sub-Total</b>					<b>\$176,200.00</b>
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Covid Care Paraprofessionals		\$40,000.00
4	1	1	White Boards		\$5,000.00
<b>Sub-Total</b>					<b>\$45,000.00</b>
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Swivls		\$1,200.00
4	1	1	RedCats		\$9,000.00
<b>Sub-Total</b>					<b>\$10,200.00</b>
<b>Grand Total</b>					<b>\$231,400.00</b>

# 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 67 105 1 30 000	Extra Duty Pay Profession	1,127.00	1,127.00	0.00	0.00	0.00	1,127.00
211 E 11 6119 00 105 1 30 000		72,322.00	72,322.00	0.00	0.00	0.00	72,322.00
211 E 11 6129 00 105 1 30 000		10,622.00	10,622.00	0.00	0.00	0.00	10,622.00
211 E -- 61-- -- -- -- --		84,071.00	84,071.00	0.00	0.00	0.00	84,071.00
6200	Contracted Svc						
211 E 11 6248 00 105 1 30 000		1,900.00	1,900.00	0.00	1,400.00	0.00	500.00
211 E -- 62-- -- -- -- --		1,900.00	1,900.00	0.00	1,400.00	0.00	500.00
6300	Supplies						
211 E 11 6395 00 105 1 30 000		14,385.00	0.00	0.00	0.00	0.00	0.00
211 E 11 6396 00 105 1 30 000	Misc Equipment	0.00	14,385.00	0.00	14,385.00	0.00	0.00
211 E 11 6399 00 105 1 30 000	Supplies & Materials	3,821.00	3,821.00	0.00	3,820.83	0.00	0.17
211 E 61 6399 00 105 1 30 215	Supplies & Materials/00/Parent	1,142.00	1,142.00	0.00	0.00	0.00	1,142.00
211 E -- 63-- -- -- -- --		19,348.00	19,348.00	0.00	18,205.83	0.00	1,142.17
211 E -- -- -- -- --		105,319.00	105,319.00	0.00	19,605.83	0.00	85,713.17
211 - -- -- -- -- --		-105,319.00	-105,319.00	0.00	-19,605.83	0.00	-85,713.17
<b>Grand Expense Totals</b>		<b>105,319.00</b>	<b>105,319.00</b>	<b>0.00</b>	<b>19,605.83</b>	<b>0.00</b>	<b>85,713.17</b>

Number of Accounts: 8

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

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered		
FND	T	FC	OBJ	SO	ORG	F	PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	105	0	30	000					
								Substitutes					
199	E	11	6112	67	105	0	30	000					
								Substitutes-tutorials					
199	E	11	6118	00	105	0	30	000					
								Extra Duty Pay Profession					
199	E	11	6118	67	105	0	30	000					
								Extra Duty-prof-tutorials					
199	E	11	6118	67	105	0	30	290					
								Extra Duty - Tutorials - AU					
199	E	11	6248	00	105	0	30	000					
								Maint Cont-Online Svc/00/X					
199	E	11	6295	67	105	0	30	290					
								Transportaion Chgs					
199	E	11	6297	00	105	0	30	000					
								Print Shop Services					
199	E	11	6329	00	105	0	30	000					
								Reading Materials					
199	E	13	6329	00	105	0	30	000					
								Reading Materials/00/X					
199	E	11	6395	00	105	0	30	000					
								Computer Equipment					
199	E	11	6396	00	105	0	30	000	7,640.00		6,775.00		865.00
								Misc Eqmt 1k To <5000					
199	E	11	6397	00	105	0	30	290					
								Software/lic <5000					
199	E	11	6397	67	105	0	30	290					
								Software/lic <5000-tutorial					
199	E	11	6399	00	105	0	30	000	2,830.00		1,998.37		831.63
								Supplies					
199	E	11	6399	00	105	0	30	290					
								Supplies					
--- E -- ---- -- 105 - - - - -									10,470.00		8,773.37		1,696.63
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--- - - - ---- -- 105 - - - - -									-10,470.00		-8,773.37		-1,696.63
Grand Expense Totals									10,470.00		8,773.37		1,696.63

Number of Accounts: 16

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