

Wichita Falls Independent School District
Burgess Elementary
2022-2023 Campus Improvement Plan



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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K ate 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 has decreased the most in our lower grades, We only had 25 PK students and 36 KG students this year. Every other grade level stays consistently around 40-45 students. Attendance rates have dropped since CoVID. We currently have an attendance rate of 93.35%. This is down from our previous years pre-CoVID of around 98%.	5
Discipline referrals have gone significantly down in the last 4 years. Down from over 1000 to a steady rate of around 225 for 2020-2021. This year we saw the lowest referral count at Kate Burgess in 10 years at just around 125. All staff members are highly qualified with experience ranging from 2 years to 25 years of experience.	5
Employee retention has been a challenge. This year, we had several staff leave the district due to budget shortfalls and staff making the decision to leave the district. We lost 7 classroom positions, 1 SPED teacher, 2 instructional coaches and 1 interventionist.	5
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.	5
Most classes range from 13-16, but KG has 21-22 in each class.	5
Site based team includes teachers, admins, district staff, parents and community members.	5
Kate Burgess has been named a Capturing Kids Hearts National Showcase campus 4 years in a row.	5
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.	5
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Comprehensive Needs Assessment

Demographics

Demographics Summary

2022-2023

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 has decreased the most in our lower grades, We only had 25 PK students and 36 KG students this year. Every other grade level stays consistently around 40-45 students. Attendance rates have dropped since CoVID. We currently have an attendance rate of 93.35%. This is down from our previous years pre-CoVID of around 98%.

Discipline referrals have gone significantly down in the last 4 years. Down from over 1000 to a steady rate of around 225 for 2020-2021. This year we saw the lowest referral count at Kate Burgess in 10 years at just around 125. All staff members are highly qualified with experience ranging from 2 years to 25 years of experience.

We have looked at setting up scheduling for the 22-23 school year at the end of the 21-22 school year starting with ensuring the needs of ESL, Dyslexia and Special Education students needs are met and resources optimized for these students. Our SPED population has grown steadily, up to now around 30%.

Employee retention has been a challenge. This year, we had several staff leave the district due to budget shortfalls and staff making the decision to leave the district. We lost 7 classroom positions, 1 SPED teacher, 2 instructional coaches and 1 interventionist.

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.

Most classes range from 13-16, but KG has 21-22 in each class.

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

Demographics Strengths

Kate Burgess has been named a Capturing Kids Hearts National Showcase campus 4 years in a row.

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): On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. **Root Cause:** Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.

Student Learning

Student Learning Summary

22-23

Data was not collected in 2020 or 2021 for State Assessments.

In 2020, our local benchmark showed our 5th graders having an average of 90% growth on Reading and Math released STAAR assessment. No state test was taken that year due to COVID 19.

In 2021, we followed the early guidelines from TEA for 5th grade growth being 4th +5th scale score growth. The state decided against allowing this model for students to complete Domain 2 requirements. We continued to track our student growth and finished with 84% growth on Reading and Math from our 5th graders last year, which would have made us a B campus.

For 22-23, our benchmark preliminary data showed 72% of students in 4th and 5th Achieved STAAR growth, resulting in a projected C Rating.

However, there has been a dramatic upward trend in student performance as evident from MAP testing. Burgess had the highest amount of Growth targets hit in 2020, hitting 10 off 11 growth targets, then hitting 9 of 11 growth targets in 2021. Overall growth has been 1st in 2020 and 4th in 2021.

Student data is tracked weekly on a short weekly assessment

Students math fluency is also tracked through Formative Loop. To identify the most crucial needs, frequency distribution charts are analyzed as well as student performance on Readiness standards.

MTSS is held monthly and notes are taken on each student.

Student Learning Strengths

Kate Burgess has consistently hit more growth targets at a higher growth rate than other elementary campuses.

Local data has predicted STAAR data.

22-23 projection has our school scored as a C.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kate Burgess students score well below state standards in Domain 1 on state assessments. **Root Cause:** Kate Burgess students lack access to background experience that play a crucial role in the development of reading comprehension and connections across subject areas.

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 3-5 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 document for all major assessments and benchmarks.

22-23 will be a different dynamic as our Instructional coaches and Interventionist have chosen to move outside WFISD.

MAP interventions will be utilized in small group instruction to differentiate for each students individual needs.

Our school has utilized Title funds to purchase additional chromebooks for each classroom, ensuring we have a 1:1 device to student ratio.

In 21-22, we sent teachers to HRS ASOT academics at Region 9. If funding is provided, this will be the plan for 22-23 as well.

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 3-5 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.

Staff are sent each semester to attend Art and Science of Teaching PD at Region 9. This is an HRS based training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Kate Burgess has staff on a wide continuum of ability in regards to its programs and their implementation. **Root Cause:** Kate Burgess has around 20% staff turnover each year.

Perceptions

Perceptions Summary

Kate Burgess Attendance rate is 93.35%, making it one of the top 5 amongst elementary campuses. This is down from pre CoVID years of around 98%.

Referrals are significantly down from 225+ last year and the year prior to only 125 this year (21-22)

We have added weekly SEL lessons to each grade level from the LEadworthy Capturing Kids Hearts Curriculum.

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.

No students attended DAEP in the 21-22 school year.

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, 2020, 2021, and 2022 school years.

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. The district also went through a RIF and budget cuts, resulting in several staff members leaving the district. We will lose 11 staff this year. This is double the staff lost in a normal year.

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.

Schools were reopened to the public at Spring Break, following a 2 year shutdown due to CoVID.

Parent link calls are made regularly to parents regarding upcoming school events.

Perceptions Strengths

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): Kate Burgess is viewed in a negative light by outside community members. **Root Cause:** Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

Priority Problem Statements

Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments.

Root Cause 1: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Kate Burgess students score well below state standards in Domain 1 on state assessments.

Root Cause 3: Kate Burgess students lack access to background experience that play a crucial role in the development of reading comprehension and connections across subject areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: Kate Burgess has staff on a wide continuum of ability in regards to its programs and their implementation.

Root Cause 2: Kate Burgess has around 20% staff turnover each year.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 4: Kate Burgess is viewed in a negative light by outside community members.

Root Cause 4: Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices





Goals

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

Performance Objective 1: Maintain 85% of staff from 2021-2022 to the 2022-2023 school year.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development: Job embedded PD will be provided weekly during PLCs. The focus will center around the major district initiatives of CKH, Seidlitz, Guided Math, Balanced Literacy and HRS</p> <p>Strategy's Expected Result/Impact: More complete implementation of district programs. Increase in TTESS ratings.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family engagement Policy / Parent Student Teach Compact 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"> -Meet the Teacher Night -Parent engagement/Title Meeting -Parent Teacher Conferences Fall -2 PreK Family events <p>Strategy's Expected Result/Impact: Improve relationship between school and home.</p> <p>Staff Responsible for Monitoring: Principal, AP, Social Worker</p> <p>Title I: 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Kate Burgess has staff on a wide continuum of ability in regards to its programs and their implementation. Root Cause: Kate Burgess has around 20% staff turnover each year.</p>
Perceptions
<p>Problem Statement 1: Kate Burgess is viewed in a negative light by outside community members. Root Cause: Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: The % of PreK students that score on track in Phonological Awareness will be 80% and in Math will be 90% from BOY to EOY by June 2023 based on EOY Circle Assessment.

Evaluation Data Sources: Circle Scores.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased Letter knowledge.</p> <p>Staff Responsible for Monitoring: Principal, AP,, Curriculum specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. Root Cause: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 70% of KG students will meet or exceed progress on their EOY MAP Assessment in Reading and Math. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Reports, BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: KG teachers will meet weekly with IC to plan and go over data relating to weekly phonics and math skills aligned to TRS.</p> <p>Strategy's Expected Result/Impact: All students leaving the year reading on grade level.</p> <p>Increased TX-KEA scores</p> <p>Staff Responsible for Monitoring: ICs AP Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. Root Cause: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 70% of 1st Grade students will meet or exceed progress on their EOY MAP Assessment in Reading and Math. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased achievement due to greater attendance (time on task)</p> <p>Staff Responsible for Monitoring: 1st Grade teachers, Principal, AP, ICs, Interventionist.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. Root Cause: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 70% of 2nd Grade students will meet or exceed progress on their EOY MAP Assessment in Reading and Math. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 2nd grade teachers will meet weekly in PLCs with IC 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>Strategy's Expected Result/Impact: Increased MAP Scores</p> <p>Staff Responsible for Monitoring: Principal, AP, 2nd grade team, ICs, Interventionist.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. Root Cause: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: 70% of 3rd Grade students will meet or exceed progress on their EOY MAP Assessment in Reading and Math. The grade as a whole will have a learning % over 100%.

Evaluation Data Sources: MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased MAP scores.</p> <p>Staff Responsible for Monitoring: 3rd Grade teachers, Principal, AP, ICs.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: District will provide campus with 1 IC to assist campus in meeting these goals.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction resulting in greater student achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. Root Cause: Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.</p>





School Processes & Programs

Problem Statement 1: Kate Burgess has staff on a wide continuum of ability in regards to its programs and their implementation. **Root Cause:** Kate Burgess has around 20% staff turnover each year.

Goal 3: Connect high school to career and college.

Performance Objective 1: 3-5 grade students will attend a field trip that will expose them to colleges and trades for life after high school. (MSU, Vernon College, CEC)

Evaluation Data Sources: Approved field trip forms

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Social worker will meet with classes and small groups to ensure ss begin thinking of a plan for their future.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, AP</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Kate Burgess is viewed in a negative light by outside community members. Root Cause: Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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/SCE funds will be used to purchase travel and field trip admissions for all grade levels to attend educational trips that will build their background knowledge and life experiences to better improve performance in the classroom..</p> <p>Title /SCE funds will also be used to Purchase supplemental on-line programs to help students fill gaps in their own individualized learning plans.</p> <p>Title/SCE money used to purchase supplemental on-line programs to improve basic Math computation.</p> <p>Title funds will also go towards purchasing materials to promote math and literacy development in each classroom. (Chart paper and markers to use in collaboration activities with students) (Headphones for testing and online activities)</p> <p>Title money will go towards purchasing Promethean Boards and the laptop carts that will enhance student engagement of teacher lessons.</p> <p>Strategy's Expected Result/Impact: Increased student engagement/achievement on Domain 3 scores.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Study Island, Formative Loop - SCE - 199 e 11 6248 00 105 0 30 000 - \$5,500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HB4545 Tutoring will be provided daily for 4th and 5th graders. 2 of their 4 classes will be revamped for the Fall semester and redesigned to allow the teacher to work with those students who failed STAAR with district approved resources.</p> <p>Strategy's Expected Result/Impact: Students reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Inst. Coaches, Principal, AP</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Higher achievement levels of students receiving tiered services and special education.</p> <p>Staff Responsible for Monitoring: AP, Principal</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: At Risk: 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.</p> <p>Strategy's Expected Result/Impact: Reduced number of At Risk students. Higher performance levels of at risk students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, homeroom teachers, intervention block teachers.</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students in the AA, Hispanic, White, and Econ Dis student groups did not meet Closing the Gaps targets in reading the the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p> <p>Students in the AA, Hispanic, White, and Econ Dis student groups did not meet Closing the Gaps targets in math the the 2018, 2019 and 2022 school years. The campus will implement an RTI period designed to identify and fill individual learning gaps. The RTI period will be scheduled daily. MAP assessment data will be used to track student progress.</p> <p>Strategy's Expected Result/Impact: Student groups will meet set targets</p> <p>Staff Responsible for Monitoring: Classroom teachers, IC, AP, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: On average, Kate Burgess students in every grade level score below the national average, as identified by MAP BOY, MOY and EOY assessments. **Root Cause:** Kate Burgess Elementary has a higher than state average economically disadvantaged population (95%) and mobility rate, resulting in students who lack background knowledge needed to make connections across subjects.

Student Learning

Problem Statement 1: Kate Burgess students score well below state standards in Domain 1 on state assessments. **Root Cause:** Kate Burgess students lack access to background experience that play a crucial role in the development of reading comprehension and connections across subject areas.

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Growth Status for Domain 2A





All students Reading and Math from a raw score of 86% in 2022 to a raw score of 90% in 2023.

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

MAP Scores

Weekly formative data

STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, along with ICs will track students big scores on benchmarks, interims, weekly avgs 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>Lead teachers will be selected to create intervention lessons over the summer to assist in providing intervention based on MAP assessment. Payment will be made out of SCE funds.</p> <p>Strategy's Expected Result/Impact: 80% students hitting growth targets</p> <p>Staff Responsible for Monitoring: Hill, Gates, 4th, 5th teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will continue to implement and monitor district programs. Seidlitz, CKH, HRS componenets will be rolled out weekly in grade level PLCs.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Hill, gates, valverde, ICs</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Kate Burgess students score well below state standards in Domain 1 on state assessments. **Root Cause:** Kate Burgess students lack access to background experience that play a crucial role in the development of reading comprehension and connections across subject areas.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increased number of students scoring at Meets standard individually and by subgroup.</p> <p>Staff Responsible for Monitoring: All classroom teachers, ICs, Principal, AP</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each classroom will create a system whereby students set goals based on prior performance and track their progress on those goals.</p> <p>Staff Responsible for Monitoring: Principal, AP, ICs</p>	Formative		
	Nov	Feb	May

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Kate Burgess students score well below state standards in Domain 1 on state assessments. **Root Cause:** Kate Burgess students lack access to background experience that play a crucial role in the development of reading comprehension and connections across subject areas.

State Compensatory

Budget for Burgess Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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Personnel for Burgess Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Canava, Angela	Aide	0.9
Conn, Ethan	Aide	0.9

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP was developed with SBDM. Sign in sheet from this meeting is included in P4L

2.2: Regular monitoring and revision

Sign in sheets from SBDM meetings where the formative review took place are found in P4L.

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

Plan is published on school website in English and Spanish.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Lucas	CSR-1st grade	School Wide	.5
Lindsey Brull	Instructional Coach	School Wide	1
Monica Longley	CSR-3rd Grade	School Wide	.5

Addendums

2022-23 Title I Campus Budget

Burgess Elementary Jeff Hill

Estimated 2022-23 Title I Budget Allocation: \$128,171

Estimated Discretionary Funds: **\$16,729**

Total **\$144,900**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	105	3	30	000	\$2,970	Substitutes
211	11	6118	67	105	3	30	000		Tutoring
211	11	6118	00	105	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	105	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	105	3	30	000	\$128,171	Teacher Salaries, Stipends & Benefits
211	11	6129	00	105	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	105	3	30	000		Region Esc Services
211	11	6248	00	105	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	105	3	30	000		On-line services/Maint agreements
211	34	6294	67	105	3	30	000		Student busing for tutorials
211	11	6297	00	105	3	30	000		Printing
211	11	6299	00	105	3	30	000		Contracted Services - For Students
211	13	6299	00	105	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	105	3	30	000		Instructional Reading materials/books
211	11	6339	00	105	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	105	3	30	000		Technology
211	11	6396	00	105	3	30	000	\$8,209	Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	105	3	30	000		Software/Licenses
211	11	6399	00	105	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	105	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	105	3	30	000	\$5,000	Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$144,900	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$1,247	
211	61	6239	00	105	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	105	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	105	3	30	215		<i>PFE Printing</i>
211	61	6399	00	105	3	30	215	\$1,247	<i>PFE Supplies</i>
211	61	6411	00	105	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	105	3	30	215		<i>PFE Snacks</i>
TOTALS								\$1,247	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature: <i>Jeff Hill</i>																			
Date: 8/19/2022																			