

Elgin Independent School District
Booker T. Washington Elementary School
2021-2022 Campus Improvement Plan



Vision

Elgin ISD changes lives.

Mission

EISD ensures a high-quality education that guarantees a life-changing experience for all.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Process for developing CNA:

Demographics

Demographics Summary

Booker T. Washington Elementary serves 670 students in grades K-4 in the southeast end of Elgin ISD. Our population is largely Hispanic, economically disadvantaged, and at-risk. Between the 2019-20 school year and the 2020-21 school year, our percentage of Hispanic students increased by 3%, the percentage of English Learners increased by 5%, and the percentage of at-risk students increased by 2%. There was no change in our Economically Disadvantage percentage (85%), Special Education percentage (11%), or our Gifted and Talented percentage (5%).

Ethnicity	Percentage
African American	4%
Hispanic	83%
White	10%
American Indian	0%
Asian	0%
Pacific Islander	0%
Two or More Races	3%

Economically Disadvantaged	85%
At-Risk	88%
English Learners (ELs)	57%
Special Education	11%
Gifted and Talented	5%

Demographics Strengths

Booker T. Washington Elementary provides daily opportunities for our scholars to work with, and learn from, peers with varying life experiences from a variety of cultures. Weekly social skills lessons from Second Step offer avenues for students to explore cultural diversity and learn strategies for collaboration with others who are different from themselves. Classroom morning meetings also provide the means for classmates to discuss challenges and ways to overcome them in positive, productive ways.

The Dual Language program comprises approximately 70% of our campus. The one-way Dual Language program consists of students whose native language is Spanish while the two-way Dual Language program combines students with different native languages in the same classrooms. Half of each school day students learn content in Spanish and the other half of the content is learned in English in the Dual Language program, which aims at nurturing biliterate and bicultural scholars. Our campus' "Language of the Day" alternates between English and Spanish each day. This demonstrates the value our campus places on cultural inclusiveness.

Problem Statements Identifying Demographics Needs

Problem Statement 3: Booker T. Washington is growing at a very quick rate and our Economic Disadvantage population is growing just as quickly. **Root Cause:** New housing developments are bringing more students into the school and District. New modular houses are being built at a rapid pace, which brings students in at a fast rate than brick and mortar homes.

Student Achievement

Student Achievement Summary

	3rd Math Summarized Results			
	Total Students	Approaches	Meets	Masters
Booker T. Washington Elementary School	96	25%	4.17%	1.04%
Economic Disadvantage	78	23.08%	3.85%	0%
Black/African American	8	0%	0%	0%
Hispanic	78	24.36%	3.85%	0%
Two or More Races	3	66.67%	0%	0%
White	7	42.86%	14.29%	14.29%
LEP	61	19.67%	1.64%	0%
Special Ed Indicator	10	10%	0%	0%
3rd Reading Summarized Results				
	Total Students	Approaches	Meets	Masters
Booker T. Washington Elementary School	95	44.21%	16.84%	7.37%
Economic Disadvantage	78	41.03%	12.82%	7.69%
Black/African American	8	50%	12.50%	0%
Hispanic	77	40.26%	14.29%	7.79%
Two or More Races	3	66.67%	33.33%	33.33%
White	7	71.43%	42.86%	0%
LEP	60	35%	15%	8.33%
Special Ed Indicator	10	10%	0%	0%
4th Math Summarized Results				
	Total Students	Approaches	Meets	Masters
Booker T. Washington Elementary School	104	30.77%	12.50%	4.81%
Economic Disadvantage	87	27.59%	11.49%	4.60%
Black/African American	6	16.67%	0%	0%
Hispanic	85	30.59%	12.94%	4.71%
White	13	38.46%	15.38%	7.69%
LEP	70	30%	10%	2.86%
Special Ed Indicator	8	12.50%	12.50%	0%
4th Reading Summarized Results				
	Total Students	Approaches	Meets	Masters
Booker T. Washington Elementary School	104	50%	16.35%	6.73%
Economic Disadvantage	87	44.83%	14.94%	6.90%
Black/African American	6	50%	33.33%	0%
Hispanic	85	45.88%	14.12%	7.06%

	3rd Math Summarized Results			
	Total Students	Approaches	Meets	Masters
White	13	76.92%	23.08%	7.69%
LEP	70	45.71%	15.71%	8.57%
Special Ed Indicator	8	25%	12.50%	0%

2021 Closing the Gaps																
BOOKER T WASHINGTON EL (011902101) - ELGIN ISD																
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No		No						No	No			No	No		
% at Meets GL Standard or Above	18%	23%	16%	26%	-	*	-	*	15%	17%	11%	8%	18%	16%		
# at Meets GL Standard or Above	33	3	24	5	-	*	-	*	23	21	2	1	22	11		
Total Tests	187	13	151	19	-	*	-	*	154	121	19	12	120	67		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No		No						No	No			No	No		
% at Meets GL Standard or Above	9%	0%	9%	11%	-	*	-	*	8%	7%	5%	25%	8%	10%		
# at Meets GL Standard or Above	16	0	14	2	-	*	-	*	13	8	1	3	9	7		
Total Tests	187	13	151	19	-	*	-	*	154	121	19	12	120	67		
Total Indicators															0	12
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										52%						
TELPAS Progress										97						
TELPAS Total										188						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No					No	No	No	No	No	No		
STAAR Component Score	18	14	17	24	-	*	-	34	16	17	7	20	19	17		

2021 Closing the Gaps															
% at Approaches GL Standard or Above	37%	33%	35%	51%	-	*	-	67%	33%	33%	13%	42%	39%	34%	
% at Meets GL Standard or Above	12%	10%	12%	16%	-	*	-	17%	11%	12%	6%	16%	13%	12%	
% at Masters GL Standard	4%	0%	5%	4%	-	*	-	17%	4%	5%	2%	3%	4%	4%	
Total Tests	468	30	380	49	-	*	-	**	387	306	47	31	289	179	
Total Indicators														0	10

Student Achievement Strengths

Reading continues to be a strength. In 3rd grade, 44% of students scored at "Approaches Grade Level" and 17% scored at "Meets Grade Level." In 4th grade, 50% of students scored at "Approaches Grade Level" and 16% scored at "Meets Grade Level." Between STAAR 2019 and STAAR 2021 (no STAAR data from 2020 due to COVID), Reading scores saw the smallest decline in performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students struggle with basic phonemic awareness and phonics skills necessary to be skillful readers and writers. **Root Cause:** Tier 1 instructional planning has focused on reading comprehension in recent years, giving little priority to building phonemic awareness and phonics. The phonics program has changed within the last year from Foundations (English) and Estrellitas (Spanish) to HMH phonics, so teachers had not yet mastered the phonics instructional lessons in this adoption.

Problem Statement 2 (Prioritized): Students have "unfinished learning" due to COVID, causing learning gaps which impact their ability to master and apply current grade level curriculum. **Root Cause:** Elgin ISD went remote from March to May 2020 and began 100% remote in August 2020. Remote Learners didn't benefit from receiving intensive interventions with their teacher. BTW enrolled approximately 85 new students this year, mostly bilingual students. Bilingual class enrollment ranged from 25-28 students, making individualized intervention and support a challenge.

Problem Statement 3: Booker T. Washington did not meet targets for closing the gaps for All Students on the 2021 STAAR Reading and Math assessments **Root Cause:** When analyzing assessment data (including screeners and both formative and summative assessments), teachers will disaggregate data to the student level to determine individual needs for reteach/review and intervention. Teachers also need to look at performance by student group to determine targeted needs and instructional approaches for growing each group of scholars.

Problem Statement 4: Third and fourth grade students in the Special Education student group scored significantly lower than the "All Students" group on 2021 STAAR (Reading, Writing, Math combined). All Students - 37% Approaches, 12% Meets, 4% Masters; Special Education - 11% Approaches, 5% Meets, 0% Masters **Root Cause:** Special Education aides need training in effective inclusion practices and ways to support students' academic growth. Special Education IEP goals need to align with TEKS and match students' PLAAFs. Instructional practices utilized in the resource setting need to mirror Gen Ed best practices modeled during campus- and district-wide professional development sessions.

Problem Statement 5: 51% were not Kindergarten Ready for the 2021-2022 school year. **Root Cause:** Students who usually attended Pre-K did not attend due to COVID 19 Pandemic.

School Culture and Climate

School Culture and Climate Summary

A major focus at Booker T. Washington Elementary is establishing, strengthening, and maintaining a positive campus culture and climate with staff members who embrace a growth mindset and demonstrate cultural proficiency.

Goals for the 2021-22 school year include:

1. personalized recognition to staff members for their efforts
2. personalized recognition to students for their efforts
3. recognition for attendance

The following activities are planned to build a strong sense of community across the BTW campus:

1. Monthly morning parades to celebrate the accomplishment of learning and/or behavioral goals
2. individual, classwide, and school-wide celebrations of meeting school-wide expectations
3. class recognition/awards for perfect attendance
4. assemblies - awards, etc.
5. Second Step SEL lessons
6. whole-class guidance lessons (every 2 weeks) with the counselor

School Culture and Climate Strengths

At Booker T. Washington, one of our top priorities is to support, train, and retain the highest quality staff members. Each new teacher (new to teaching) is assigned a mentor teacher for the first two years of their teaching career to ensure they feel successful. New staff members reported feeling very supported during the 2021-22 school year, despite the many changes that were put in place due to COVID protocol. We will continue our coaching and support efforts to ensure that our teachers, new and veteran, feel supported and want to remain at BTW for years to come.

Our staff members were very flexible this year, swiveling on a moment's notice to adapt to the new COVID guidelines and Remote Learning expectations. Staff members worked together, supported one another, and showed grace and understanding to their students and their families. Our BTW family came together during a time of great need and persevered, coming out stronger and more empathetic.

BTW is committed to recognizing student growth through a variety of means. Students are back on campus, after being remote learners due to COVID 19 pandemic. Students are excited to be back on campus to work with their peers and face to face with their teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Some students lack self-motivation/drive and some staff members make assumptions about students' abilities based on incoming levels. **Root Cause:** (Fixed vs. Growth Mindsets) Students with fixed mindsets are less likely to attempt challenging tasks or persevere through a challenge because they believe that they aren't capable based on past experiences. Staff with fixed mindsets are less likely to believe that all of their students are capable of making accelerated growth and may treat students differently based on these perceptions.

Problem Statement 2: Inconsistency and changing leadership **Root Cause:** Over the past 10 years, BTW has had more than 5 different principals. This has made it difficult for consistent systems and routines to remain in place to build a strong culture.

Problem Statement 3: Inconsistency and changing staff members

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Booker T. Washington Elementary, our staff varies in years of experience and skill level. On the campus 38% of our staff members have 11 or more years of experience. These staff members are still honing their teaching style, mastering their content and classroom management skills, learning new instructional strategies from peers and professional development, and require varying levels of coaching supports. We are lucky to have a large percentage of experienced teachers! The majority of our staff members have been in education for more than 5 years. The average years of experience at BTW is 10 years and the average length of time staff members have worked in Elgin ISD is 8 years. Teachers at BTW are committed to their campus, district, and scholars.

Staff Quality, Recruitment, and Retention Strengths

- 5 teachers resigned from Booker T. Washington following the 2020-21 school year
- 2 Instructional Coaches - provide planning and coaching support to teachers as needed
- Mentor Teachers - receive intensive training on best coaching practices to support not only novice teachers but all staff members as well
- Bilingual Counselor, Bilingual CIS Coordinator - provide counseling support to scholars as needed; support Social-Emotional learning, guidance lessons, and well-being on campus
- Academic Vertical Teams - ensure continuity of expectations across grade levels
- Campus Committees - address campus needs and develop improvement strategies
- Solid Roots - behavior support staff provides social skills instruction and crisis intervention for students with behavior challenges
- New positions being added to our campus for the 2021-22 school year:
 - Curriculum Specialist - ensure TEKS-aligned instruction and allow coaches more time for coaching teachers and supporting students
 - 3 growth teacher positions - alleviate large class sizes to help teachers better meet students' needs
 - 4 Early Literacy Specialists (paraprofessionals) - work one-on-one with students in grades K-2 to strengthen reading skills
 - 1 additional Intervention Aide (paraprofessional) - work with small groups of students identified as at-risk to address "unfinished learning"
 - 6 Kindergarten Teachers Aides (paraprofessionals) - work with small groups of kindergarten students within the classroom to help students master basic literacy and numeracy skills
 - 1 additional counselor - provide trauma-informed training to staff and provide support to students affected by COVID

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: BTW will have 19 new staff members next year (25% addition to our current staff). **Root Cause:** Although only 5 staff members resigned at the end of the school year, the addition of 19 new positions on our campus (while beneficial to our scholars and mission) presents the challenge of on-boarding a large number of new staff members and acclimating them to our campus. Time for team building will be paramount to ensure that new staff members are embedded into our existing campus family.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elgin ISD follows the curriculum provided by TEKS Resource System (TRS), including the scope and sequence and supplemental resources. Teachers meet prior to the beginning of each unit to conduct a TEKS study, in which teachers dig into the Instructional Focus Document (IFD) to determine the specificity of the TEKS, analyze key vocabulary terms, analyze released STAAR items (if applicable), analyze the Vertical Alignment Document, and determine essential questions for the unit and for each TEKS. Following the TEKS Study, teams develop a unit organizer to help them pace instruction of TEKS throughout the unit and to make meaningful connections between and among TEKS. Teachers develop daily lesson plans on a standardized Elgin ISD lesson planning template that includes key components that should be included in all effective lessons. At the end of each unit, students are assessed with a combination of released STAAR items (if applicable) and unit test items. Data is analyzed at Data Digs during PLCs to determine opportunities for reteach/review and to celebrate mastery and progress.

Curriculum, Instruction, and Assessment Strengths

- Instructional Planning Anchor Chart (IPAC)
- Lesson Planning Template
- TEKS Resource System
- Unit Assessments (common across campuses)
- Instructional Playbook (key strategies that all teachers should use)
- Dual Language Instruction
- Planning support from Instructional Specialists
- Collaborative team planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Formative assessment data is not always used for timely (immediate) adjustment of instructional practices. **Root Cause:** Novice teachers lack the experience and understanding of how to analyze data and make informed decisions; Experienced teachers lacking the time to adequately analyze the data and modify plans already developed/plan for reteach of skills not yet mastered

Problem Statement 2: Progress monitoring data is not collected across all classrooms in a systematic way. **Root Cause:** Teachers are unclear as to which tools to use for Progress Monitoring, what skills to monitor, interventions for targeting specific skill deficits, and ways to organize and make sense of progress monitoring data. Time presents an additional challenge, as it takes times to monitor students' progress with standardized tools as well as analyze the data and decisions for instruction.

Problem Statement 3: Differentiated and scaffolded instruction is not being implemented consistently across all classrooms **Root Cause:** Teachers do not know how to differentiate instruction to meet the needs of their students

Parent and Community Engagement

Parent and Community Engagement Summary

Booker T. Washington understands the importance of a positive home-school relationship and seeks to involve parents in the instructional process in order to enhance academic and social-emotional progress. A calendar listing campus and district events is sent home each month and is also posted to our school's Facebook, Twitter, Dojo, and campus website in order to keep parents informed. Thursday folders are sent home each week updating parents on students' progress and often contain flyers reminding parents/families of upcoming events. The BTW Parent-Teacher Association and parent volunteers assist the campus by supporting teachers and students. The Campus Advisory Committee elicits input from families for strengthening both the district and campus Family and Parent Engagement Policies among other feedback.

Parent and Community Engagement Strengths

- Several modes of communication used in order to reach more families: Facebook, Class Dojo, Twitter, website, flyers, monthly calendar, all-calls, emails
- Collaboration with ACE program
- Communities in Schools campus coordinator
- Parent-Teacher Conference days
- Meet the Teacher event
- School Festivals

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: School-sponsored events are poorly-attended. **Root Cause:** The time of day the events are hosted is not suitable to all families and transportation might be a factor leading to low attendance.

School Context and Organization

School Context and Organization Summary

The campus master schedule follows district-specified guidelines regarding instructional minutes allocations for all content areas with the majority of the instructional day spent on reading and mathematics. Grade level teams develop lesson plans collaboratively each week and also meet weekly in Professional Learning Communities (PLCs) to discuss student data, progress, and interventions and to determine ways to refine practices as needed based on reflection. The Campus RtI Committee is another layer of support that monitors the reading and math progress of all students on campus and works with teachers to brainstorm strategies to work with at-risk scholars. The campus is organized by grade-level clusters. All special areas are centralized in the main hallway of the school. Counselors are a part of the specials rotation to ensure all students are getting social and emotional learning opportunities. School administrators are positioned in the main office and main hallway of the school.

School Context and Organization Strengths

- Weekly Staff Meetings/Professional Development
- Weekly PLC meetings to review student data/progress frequently in grade level teams, reflecting on current instructional practices and forming re-teach action plans
- Academic and Behavior RTI - identifying students, specifying needs, and determining interventions; monitoring and refining strategies as needed based on progress monitoring data.
- Weekly Leadership Meetings for campus leaders to discuss instructional practices on campus and determine areas of need (campuswide and individualized)
- Team Leader Meetings monthly to gather input from teams on ways to continuously improve our campus and to disseminate information with specificity

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase in student mental health needs due to covid 19. **Root Cause:** Students were in isolation while being at home due to COVID 19 pandemic. Lack of social interactions with others due to COVID.

Problem Statement 2: Centralized leadership has caused a lack of timely response to students' needs. **Root Cause:** All campus administrators were located in the main office, which is at the front of the school.

Technology

Technology Summary

Booker T. Washington Elementary, and all campuses in Elgin ISD, are one-to-one device to student campuses. All students in grades K-2 have iPads, while all students in grades 3-4 have Chromebooks. In addition, our campus is equipped with ample technology resources for both students and staff. Each classroom contains two desktop computers and 8 student iPads, a document camera that allows teachers to project content, an interactive Promethean Board to increase engagement during lessons, and a teacher laptop. At Booker T. Washington, we aim to utilize technology resources to enhance the learning process and understand the need for balance between technology use and face-to-face interactions with teachers and peers.

Technology Strengths

- Increase in classroom technology resources - iPads, desktop computers, laptop, document camera, Promethean Board
- Specialized Technology teacher, Apple Coding teacher
- Librarian, Apple Coding teacher
- 1:1 device to student ratio

Problem Statements Identifying Technology Needs

Problem Statement 1: School-issued devices being lost or broken; Several students have broken/damaged multiple devices. **Root Cause:** Devices are not being stored in safe places at home and/or not being cared for appropriately; Lack of awareness in students in the care of electronic devices.

Problem Statement 2: Student enrollment is increasing at a faster rate than we are able to get student devices **Root Cause:** New housing developments and larger new enrollment numbers.

Priority Problem Statements

Problem Statement 3: Students struggle with basic phonemic awareness and phonics skills necessary to be skillful readers and writers.

Root Cause 3: Tier 1 instructional planning has focused on reading comprehension in recent years, giving little priority to building phonemic awareness and phonics. The phonics program has changed within the last year from Foundations (English) and Estrellitas (Spanish) to HMH phonics, so teachers had not yet mastered the phonics instructional lessons in this adoption.

Problem Statement 3 Areas: Student Achievement

Problem Statement 2: Some students lack self-motivation/drive and some staff members make assumptions about students' abilities based on incoming levels.

Root Cause 2: (Fixed vs. Growth Mindsets) Students with fixed mindsets are less likely to attempt challenging tasks or persevere through a challenge because they believe that they aren't capable based on past experiences. Staff with fixed mindsets are less likely to believe that all of their students are capable of making accelerated growth and may treat students differently based on these perceptions.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 1: Formative assessment data is not always used for timely (immediate) adjustment of instructional practices.

Root Cause 1: Novice teachers lack the experience and understanding of how to analyze data and make informed decisions; Experienced teachers lacking the time to adequately analyze the data and modify plans already developed/plan for reteach of skills not yet mastered

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Students have "unfinished learning" due to COVID, causing learning gaps which impact their ability to master and apply current grade level curriculum.

Root Cause 4: Elgin ISD went remote from March to May 2020 and began 100% remote in August 2020. Remote Learners didn't benefit from receiving intensive interventions with their teacher. BTW enrolled approximately 85 new students this year, mostly bilingual students. Bilingual class enrollment ranged from 25-28 students, making individualized intervention and support a challenge.

Problem Statement 4 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


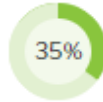




Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of literacy and numeracy.








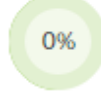
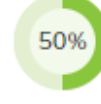
Performance Objective 1: The percent of BTW students reaching the projected "Meets Grade Level" standard on NWEA Map Reading Growth will increase from 8.9% to 18% by the end of the 2021-2022 school year.








Evaluation Data Sources: Teachers trained and utilizing Class Profile Dashboard for providing targeted, individualized instruction.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Projected Proficiency Summary Report in NWEA Map Reading Growth used after BOY, MOY, and EOY assessments to determine progress towards goal.

Strategy 1 Details	Reviews			
Strategy 1: Ensure instructional specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. Utilize the Reading Specialists to lead campus-specific reading professional development based on campus needs, with the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement new Reading/Language Arts textbook adoption in grades k-8, with fidelity. Strategy's Expected Result/Impact: Vertical alignment of instructional resources and strategies; Horizontal alignment of instruction across classrooms within the same grade level; Strong foundation of phonemic awareness and mastery of phonics will improve students' reading skills Staff Responsible for Monitoring: Principal, Instructional Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor the fidelity of delivery of HMH phonics and phonemic awareness lessons and provide ongoing professional development/teacher training as needed. Strategy's Expected Result/Impact: Increased performance on reading District Assessments; Increased performance on Reading STAAR; overall improvement of reading skills in grades K-4; Strong foundation of phonemic awareness and mastery of phonics will improve students' reading skills Staff Responsible for Monitoring: Principal, Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$53,333	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Host Virtual Latino Literacy Night sessions for parents of bilingual kindergarten students to model engaging literacy-based activities and to teach strategies for supporting literacy development at home. Strategy's Expected Result/Impact: Build a strong literacy foundations for our kindergarten scholars; Closing performance gaps for EL students; Increased achievement and performance in Reading Staff Responsible for Monitoring: Bilingual Kindergarten Teachers (session hosts); Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and PD - 211 - Title I-Part A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Ensure classroom teachers implement the use of classroom environments, such as small group collaboration, engaging hands-on classroom manipulatives and sending home learning kits for additional practice at home with parents to increase performance on Reading STAAR and reading fluency Strategy's Expected Result/Impact: Growth on NWEA Map in Reading Staff Responsible for Monitoring: Campus administrators and instructional specialists Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Supplies and Parent Activities - 211 - Title I-Part A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of literacy and numeracy.











Performance Objective 2: The percent of BTW students reaching the projected "Meets Grade Level" standard on NWEA Map Math Growth will increase from 5.1% to 10% by the end of the 2021-2022 school year.

Evaluation Data Sources: Teachers trained and utilizing Class Profile Dashboard for providing targeted, individualized instruction.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Projected Proficiency Summary Report in NWEA Map Reading Growth used after BOY, MOY, and EOY assessments to determine progress towards goal.

Strategy 1 Details	Reviews			
Strategy 1: Ensure instructional specialists are provided professional development and coaching to better serve teachers and students. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. Utilize math specialists to lead campus-specific math professional development based on campus need, with the expectation that learnings are applied to improve content knowledge and instruction. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Math specialists begin to lead campus and grade-level based math professional development, transitioning away from the need for math consultants. This includes the expectation that plans are developed for monitoring classroom implementation of learning and the impact on student achievement. Strategy's Expected Result/Impact: Increase in District Assessment performance; decrease in performance gaps between student levels and student expected levels; decrease in performance gaps among student groups; increased STAAR scores; Screener data will show accelerated growth from BOY to MOY to EOY; Progress Monitoring data will show steady progress toward incremental SMART goals Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$53,333	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure classroom teachers implement the use of classroom environments, such as small group collaboration, engaging hands-on classroom manipulatives and sending home learning kits for additional practice at home with parents to increase performance on Math STAAR and math fluency. Strategy's Expected Result/Impact: Growth on NWEA Map in Math Staff Responsible for Monitoring: Campus administrators and instructional specialists Schoolwide and Targeted Assistance Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Supplies and Parent Activities - 211 - Title I-Part A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of literacy and numeracy.














Performance Objective 3: The percent of BTW students reaching "Meets Grade Level" Standard on reading STAAR will increase from 18% to 44% by 2024.

HB3 Goal

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive individualized feedback and coaching support from campus administrators and instructional specialists in order to continuously grow all teachers. Strategy's Expected Result/Impact: Increase in District Assessment performance; decrease in performance gaps between student levels and student expected levels; decrease in performance gaps among student groups; increased STAAR scores; Screener data will show accelerated growth from BOY to MOY to EOY; Progress Monitoring data will show steady progress toward incremental SMART goals Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-4 will provide differentiated methods of instruction, as well as targeted interventions, for Reading, Writing, and Mathematics to ensure growth of all scholars. Strategy's Expected Result/Impact: Increase in District Assessment performance; decrease in performance gaps between student levels and student expected levels; decrease in performance gaps among student groups; increased STAAR scores; Screener data will show accelerated growth from BOY to MOY to EOY; Progress Monitoring data will show steady progress toward incremental SMART goals Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Language Arts Specialist, Math Specialist, and Curriculum Specialist provide specific content-area support including lesson planning and teacher coaching. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Specialists - 211 - Title I-Part A - \$52,839	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Host Virtual Latino Literacy Night sessions for parents of bilingual kindergarten students to model engaging in literacy-based activities and to teach strategies for supporting literacy development at home. Strategy's Expected Result/Impact: Building a strong literacy foundations for our kindergarten scholars; Closing performance gaps for EL students; Increased achievement and performance in Reading Staff Responsible for Monitoring: Bilingual Kindergarten Teachers (session hosts); Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Deliver content-specific professional development to all teachers based on campus' identified instructional needs. Deliver intensified professional development to new teachers. Strategy's Expected Result/Impact: Building teacher capacity - helping teachers better understand the TEKS to be taught and effective instructional practices Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of literacy and numeracy.







Performance Objective 4: The percent of BTW students reaching "Meets Grade Level" Standard on math STAAR will increase from 4% to 46% by 2024.








Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.

Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: Identify students in each student group. During data meetings, analyze data by student group and at the student level to monitor progress toward target performance measures and plan specified lessons to address needs. Strategy's Expected Result/Impact: Disaggregated data will help staff target interventions for specific student groups and specific students. Staff Responsible for Monitoring: Principal, APs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Plan and implement targeted interventions for specific student groups and individual students based on disaggregated data and target performance measures. Strategy's Expected Result/Impact: Increase in District Assessment performance; decrease in performance gaps between student levels and student expected levels; decrease in performance gaps among student groups; increased STAAR scores; Screener data will show accelerated growth from BOY to MOY to EOY; Progress Monitoring data will show steady progress toward incremental SMART goals Staff Responsible for Monitoring: Principal, APs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Interventionists - 199 - General Fund: State Compensatory Education - \$18,462, Aides - 211 - Title I-Part A - \$13,415	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Host Virtual Latino Literacy Night sessions for parents of bilingual kindergarten students to model engaging in literacy-based activities and to teach strategies for supporting literacy development at home. Strategy's Expected Result/Impact: Building a strong literacy foundations for our kindergarten scholars; Closing performance gaps for EL students; Increased achievement and performance in Reading Staff Responsible for Monitoring: Bilingual Kindergarten Teachers (session hosts); Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and PD - 211 - Title I-Part A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of literacy and numeracy.

Performance Objective 5: BTW third grade economically disadvantaged and emergent bilingual students will reach Closing the Gap targets by 2024.

Math Economically Disadvantaged:

4% to 36% by 2024

Math Emergent Bilingual:

1% to 40% by 2024

Reading Economically Disadvantaged:



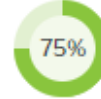
11% to 33% by 2024








Reading Emergent Bilingual:

16% to 29% by 2024

HB3 Goal

Evaluation Data Sources: Implementation of playbook strategies as observed in regular walkthroughs and observations.
Campus Administration review district assessment data over identified power TEKS to determine any necessary adjustments for reaching the performance objective.

Strategy 1 Details	Reviews			
Strategy 1: Identify students in each student group. During data meetings, analyze data by student group and at the student level to monitor progress toward target performance measures and plan specified lessons to address needs. Strategy's Expected Result/Impact: Disaggregated data will help staff target interventions for specific student groups and specific students. Staff Responsible for Monitoring: Principal, APs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 2 Details	Reviews			
<p>Strategy 2: Plan and implement targeted interventions for specific student groups and individual students based on disaggregated data and target performance measures.</p> <p>Strategy's Expected Result/Impact: Increase in District Assessment performance; decrease in performance gaps between student levels and student expected levels; decrease in performance gaps among student groups; increased STAAR scores; Screener data will show accelerated growth from BOY to MOY to EOY; Progress Monitoring data will show steady progress toward incremental SMART goals</p> <p>Staff Responsible for Monitoring: Principal, APs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionists - 199 - General Fund: State Compensatory Education - \$19,453, Aides - 211 - Title I-Part A - \$13,415</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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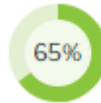





Goal 2: Booker T. Washington Elementary will increase teacher and administrator retention rates.

Performance Objective 1: Job satisfaction of staff at the campus level will improve, as measured by campus communication processes and climate surveys

Targeted or ESF High Priority














Evaluation Data Sources: Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tour

Strategy 1 Details	Reviews			
Strategy 1: Superintendent conducts district-wide "listening tours" and Principal conducts campus-based listening tours each semester to ensure all staff have an opportunity to provide real time feedback to district/campus leaders. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Improved morale Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote and utilize "REACH the E" as the district's primary communication platform. Strategy's Expected Result/Impact: Foster improved communication across campus and district. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Distribute a campus climate survey every 9 weeks to elicit feedback and suggestions for improving campus climate and morale. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Increase in staff perfection of feeling appreciated, "heard," and valued Staff Responsible for Monitoring: District/Campus Leadership Teams TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Campus Administrators will host monthly team building activities to increase communication and collaboration across all grade levels and departments on campus. Strategy's Expected Result/Impact: Increase in "shared ownership" of campus climate and student performance. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 2: Booker T. Washington Elementary will increase teacher and administrator retention rates.

Performance Objective 2: Cultural Competency of staff increases such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement activities at the campus and district level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth. Strategy's Expected Result/Impact: Improve campus culture. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create student leadership opportunities by involving students in the planning of cultural competency activities at the campus level. Strategy's Expected Result/Impact: Improve campus culture. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Booker T. Washington Elementary will increase teacher and administrator retention rates.














Performance Objective 3: Perceptions of staff related to consistent behavioral interventions and classroom support will improve, as measured by qualitative and/or survey data.

Strategy 1 Details	Reviews			
Strategy 1: Increase staffing support that allows for a streamlined focus on behavioral support and intervention including a 504/Testing Coordinator at the campus. Strategy's Expected Result/Impact: Improve outcomes for students with educational needs. Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 45%	 75%	
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Goal 3: Booker T. Washington Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 1: The percentage of students participating in extracurricular activities will increase.

Evaluation Data Sources: District-created student tracking mechanism








Strategy 1 Details	Reviews			
Strategy 1: UIL participation in 100% of eligible events Strategy's Expected Result/Impact: Increased problem-solving skills; Greater mastery of event content Staff Responsible for Monitoring: Principal, UIL Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: BTW will build a Student Council made up of third and fourth grade students who will engage in campus-wide decision-making processes. Strategy's Expected Result/Impact: Increased student involvement in extracurricular activities will result in increase parent involvement. Students will feel included and valued, which will transfer over into academic and behavioral achievements. Staff Responsible for Monitoring: Student Council Sponsor, Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: BTW will reinstitute the Safety Patrol Program to engage fourth grade students in leadership roles, helping keep all students at BTW safe, respectful, and responsible. Strategy's Expected Result/Impact: Increased student involvement in extracurricular activities will result in increase parent involvement. Students will feel included and valued, which will transfer over into academic and behavioral achievements. Staff Responsible for Monitoring: Counselor/CIS, Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Booker T. Washington Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 2: The percentage of Elgin ISD economically disadvantaged and emergent bilingual students meeting CCMR reaching Closing the Gap targets will increase from 52% to 72% by 2024.

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.







Strategy 1 Details		Reviews			
Strategy 1: Provide access to Xello to expose students to career pathways and determine interests Strategy's Expected Result/Impact: Awareness of opportunities beyond high school Staff Responsible for Monitoring: Principal, Counselor, CIS, Technology Specialist TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
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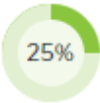





Goal 3: Booker T. Washington Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 3: The percentage of Elgin ISD students that are College, Career, and/or Military Ready (CCMR) will increase from 72% to 82% by 2024.

HB3 Goal

Evaluation Data Sources: Implementation of the hard and soft skills documented in lesson plans and observed in walkthroughs and observations.

Strategy 1 Details	Reviews			
Strategy 1: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans. Strategy's Expected Result/Impact: Elgin ISD scholars will be explicitly taught hard and soft skills necessary to succeed in both academic settings and in the community and in turn scholars will demonstrate these characteristics throughout their duration in Elgin ISD schools and beyond. Staff Responsible for Monitoring: Campus Administrators (Principal, AP, 504/CTC) Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Communities in Schools - 199 - General Fund: State Compensatory Education - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Leadership Team meets weekly to discuss Students of Concern (academics, behavior, social-emotional, basic needs, etc) in order to determine supports needed for the teacher, students, and their families. Strategy's Expected Result/Impact: Identify at-risk students and target individual needs to eliminate achievement gap Staff Responsible for Monitoring: Principal; CTC/504 Coordinator; Counselor, CIS; Interventionist Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure counselors continuously receive up-to-date information regarding career programs of study. Strategy's Expected Result/Impact: Increased post-secondary readiness and awareness Staff Responsible for Monitoring: Principal, Counselor, CIS	Formative			Summative
	Nov	Jan	Mar	June


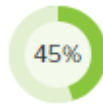
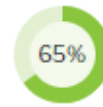





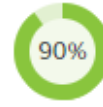
<p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				
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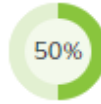





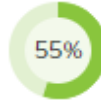





Goal 4: Booker T. Washington Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 1: Positive perceptions of school safety, as measured by qualitative and/or survey data from stakeholders, will increase.

Targeted or ESF High Priority

Evaluation Data Sources: Survey results, Reach the "E" feedback, Listening Tour feedback, etc.











Strategy 1 Details	Reviews			
Strategy 1: Develop and disseminate a survey that evaluates school as a safe learning environment. Strategy's Expected Result/Impact: Improved campus climate and culture; Increased staff retention Staff Responsible for Monitoring: Director of Safety, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a K-4 Social Emotional Learning Framework designed to create a more inclusive, relational, and connected environment. Strategy's Expected Result/Impact: Improved campus climate and culture; Increase in performance on all assessments Staff Responsible for Monitoring: Counselor, CIS, Principal Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities In Schoiols - 199 - General Fund: State Compensatory Education - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Director of Safety and Risk Management strategically communicates Elgin ISD's safety initiatives with local media. Strategy's Expected Result/Impact: Improved campus safety Staff Responsible for Monitoring: Director of Safety, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Identify and implement school wide systems and expectations. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Staff will consistently hold each other accountable for consistently following SWE, practices and policies Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Staff will consistently follow all SWE, practices and policies with fidelity. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Booker T. Washington Elementary will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 2: Positive perceptions of student behavior, as measured by qualitative and/or survey data from stakeholders, will increase.

Evaluation Data Sources: Survey results, Reach the "E" feedback, Listening Tour feedback, etc.

Strategy 1 Details	Reviews			
Strategy 1: Build staff and community awareness of trauma-informed practices to better understand student behaviors. Strategy's Expected Result/Impact: Increase in cultural proficiency of staff members; Increase in performance on all assessments; Decrease in discipline referrals Staff Responsible for Monitoring: Counselor, CIS, Principal, APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Distribute a campus climate survey every 9 weeks to elicit feedback and suggestions for improving campus climate and morale. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Increase in staff perception of feeling appreciated, "heard," and valued Staff Responsible for Monitoring: District/Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budger for Booker T. Washington Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Booker T. Washington Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A. Duplant	Intervention Teacher	1
H. Smith	Instruction Aide	1
J. Alba	Instructional Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Herzog	Instructional Aide	Title I	1
J. Chaparro	Instructional Aide	Title I	1
S. Belz	Instructional Specialist	Title I	1
S. McCarty	Instructional Specialist	Title 1	1
Y. Flores	Instructional Aide	Title I	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Interventionists		\$18,462.00
1	5	2	Interventionists		\$19,453.00
3	3	1	Communities in Schools		\$40,000.00
4	1	2	Communities In Schoiols		\$40,000.00
Sub-Total					\$117,915.00
Budgeted Fund Source Amount					\$117,915.00
+/- Difference					\$0.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Specialists		\$53,333.00
1	1	5	Supplies and PD		\$3,500.00
1	1	6	Supplies and Parent Activities		\$3,500.00
1	2	3	Instructional Specialists		\$53,333.00
1	2	4	Supplies and Parent Activities		\$3,500.00
1	3	3	Instructional Specialists		\$52,839.00
1	4	2	Aides		\$13,415.00
1	4	3	Supplies and PD		\$3,500.00
1	5	2	Aides		\$13,415.00
Sub-Total					\$200,335.00
Budgeted Fund Source Amount					\$200,335.00
+/- Difference					\$0.00
Grand Total Budgeted					\$318,250.00
Grand Total Spent					\$318,250.00
+/- Difference					\$0.00