

Wichita Falls Independent School District
Booker T Washington Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Booker T. Washington Elementary is to provide all students the opportunity to perform to their full potential so that they may become life-long learners who are productive, responsible, and participating members of society.

Vision

We, as Booker T. Washington staff, are committed to creating a school that gives every student the opportunity to succeed. Every student will have the opportunity to be successful. Every student will have the opportunity to develop their character and their academic skills. The elementary education we provide our students will serve as the foundation that our students will build their lives upon.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Recruit, retain, and support teachers and principals.	11
Goal 2: Build a foundation of literacy and numeracy.	15
Goal 3: Connect high school to career and college.	17
Goal 4: Improve low performing schools.	20
State Compensatory	25
Budget for Booker T Washington Elementary	25
Personnel for Booker T Washington Elementary	25
Title I Personnel	26
2023-2024 Campus Site-Based Committee	27
Campus Funding Summary	28
Addendums	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Booker T Washington Elementary is a Title 1 School serving a Head Start 3 year old class, a Head Start 4 year old class, pre-K 4 through 5th grade with a diverse school community. Total Student enrollment was 276 for the 2021-22 school year. The ethnic distribution is as follows: 53% African American, 24.6% Hispanic, 6% two-or more races, and 15% White. The economically disadvantaged rate of students is 89%. The at-risk rate of students is 95%. 11.2% of students are served with special education services. The ELL rate is 7%. The attendance rate is 96.5%.

Demographics Strengths

With our demographics, we have remained a community school. We are an extension of the community.

Our attendance rate for the 2021-22 school year was at a 95%.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

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

Due to the state of emergency because of the pandemic, students took the STAAR test the spring of 2021, but all campuses whose former rating was D or F changed to "Not Rated."

The STAAR rating based on the scores for 2022 have not been released yet. It is anticipated that Booker T. Washington Elementary will be a B or C campus based on the assessment preliminary data.

Student Learning Strengths

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

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

Due to the state of emergency because of the pandemic, students took the STAAR test the spring of 2021, but all campuses whose former rating was D or F changed to "Not Rated."

The STAAR rating based on the scores for 2022 have not been released yet. It is anticipated that Booker T. Washington Elementary will be a B or C campus based on the assessment preliminary data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students come to school at least one grade level behind, and academic Achievement domain 1 score not passing STAAR. **Root Cause:** Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.

School Processes & Programs

School Processes & Programs Summary

Booker T staff are fully trained in the Capturing Kid's Hearts program. All teachers minus the new teachers have been trained in High Reliability ASOT teaching strategies and 10 teachers were trained in High Reliability Leadership. Booker T has fully implemented all components in Balanced Literacy and Guided Math. District Curriculum specialists and administrators did instructional rounds to observe balanced literacy. Instructional coaches support teachers in improving instruction by observing classes and helping to plan and facilitating PLC meetings. All classrooms are equipped with Chromebooks. The 2019-20 school year, Booker T. staff were trained in Seidlitz teaching strategies. The Seidlitz facilitator, admin, coaches, and lead teachers conducted Seidlitz instruction rounds preparing for certification. COVID-19 prevented the final rounds for certification. Due to Covid-19 during the 2020-21 school year, visits from program facilitators and district curriculum specialists were halted.

Booker T. Washington Elementary was named Capturing Kids' Hearts National Showcase Campus for the 2021-22 school year.

Due to budget cuts, the CKH program and Seidlitz program have been eliminated for the 2022-23 school year. However, the district has plans to keep some of the components through trained personnel. It is still an expectation that these strategies are used.

School Processes & Programs Strengths

We have weekly PLC meetings that consist of the grade level teachers, instructional coaches, and admin.

Once a week admin meets with the instructional coaches.

All grade-level teams have common planning times.

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

Teachers receive instructional coaching based off of teacher need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are overwhelmed by the amount of district initiatives that have been implemented and struggle to implement all of them with fidelity.

Root Cause: There have been several new programs implemented every year that have required a lot of training and pulled many teachers out of the classroom. The new initiatives are as follows: HRS Leadership, HRS ASOT, Seidlitz, Balanced Literacy, Google Training, Capturing Kids Hearts. We will continue the HRS/ASOT, CKH, Balanced Literacy, Guided Math, and Seidlitz.

Perceptions

Perceptions Summary

Capturing Kids' Hearts has improved the connection between staff and students. This is the fourth year of full implementation of CKH. The admin team meets with the CKH facilitator to gain further knowledge and information to properly implement the program. The additional trauma informed program extension is being purchased by the school. Booker T. Washington Elementary was named CKH National Showcase Campus. Office referrals were down by 45% due to the interventions that were implemented.

Perceptions Strengths

Booker T has a strong relationship with the community and surrounding businesses. We take pride in working with the community to help our students and families succeed.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a percentage of students who struggle with appropriate social behaviors. There are 78 discipline referrals for the 2021-22 school year due to positive interventions working. However, next school year, we will lose staff which may increase disciplinary referrals due to inconsistencies with building relationships.

Root Cause: Problematic behaviors are hindering academic achievement.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students come to school at least one grade level behind, and academic Achievement domain 1 score not passing STAAR.

Root Cause 2: Students are not exposed to a wide range of experiences outside of school that contribute to being successful in the classroom. To help students make progress and meet state standards, teachers need additional training, support, and materials.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers are overwhelmed by the amount of district initiatives that have been implemented and struggle to implement all of them with fidelity.

Root Cause 3: There have been several new programs implemented every year that have required a lot of training and pulled many teachers out of the classroom. The new initiatives are as follows: HRS Leadership, HRS ASOT, Seidlitz, Balanced Literacy, Google Training, Capturing Kids Hearts. We will continue the HRS/ASOT, CKH, Balanced Literacy, Guided Math, and Seidlitz.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a percentage of students who struggle with appropriate social behaviors. There are 78 discipline referrals for the 2021-22 school year due to positive interventions working. However, next school year, we will lose staff which may increase disciplinary referrals due to inconsistencies with building relationships.

Root Cause 4: Problematic behaviors are hindering academic achievement.

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

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1: Retain 90% of staff from 2023-2024

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p>Strategy's Expected Result/Impact: HR Certified teacher report</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development to include but not limited to: HRS, CKH, Guided Math, Balanced Literacy, Seidlitz, Inclusion/Special Education, TBSI, the Support of English Learners, student behavior, and TEKS Resource System will be designed to support improved student achievement for all students.</p> <p>Strategy's Expected Result/Impact: Meeting and staff development agendas to include PD. We are looking for improvement on state assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional coaches, lead teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: professional Development - Focus/Priority Funds, travel - Focus/Priority Funds</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Student performance will improve as more highly effective staff are recruited and retained.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Refresh and train new teachers on Response to Intervention training on entering RtI data into Frontline. Data to be used by MTSS Team.</p> <p>Strategy's Expected Result/Impact: Training will occur in September after Eduphoria training.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Counselor</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: District SD - Focus/Priority Funds</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: PLCs will meet once a week to collaborate and discuss effective teaching strategies to enhance rigor in academics. Ongoing training in the HRS model will occur throughout the year.</p> <p>Strategy's Expected Result/Impact: Implementation of the HRS model</p> <p>Staff Responsible for Monitoring: Principals, AP Instructional Coaches Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Subs - Focus/Priority Funds</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will attend district-provided staff development for new teachers (New Teacher Support Program).</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: District Curriculum Specialists Human Resources</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers and administrators will attend Professional Development training on accountability system, instructional strategies and behavior strategies.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Implementation of strategies Lower number of behavior referrals</p> <p>Staff Responsible for Monitoring: Principals Teachers District Behavior Specialists Region 9</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 1) Academic Coaches will provide training for teachers and allow for observation and modeling of other teachers in the building and district. 2)Technology Training using education apps will be held several times a year in small groups to improve teachers use of technology in the classroom. 3) Training will be provided throughout the school year as it becomes available through Region 9 and other sources.</p> <p>Strategy's Expected Result/Impact: Increased use of strategies in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, AP Instructional Coaches District Technology Dept</p> <p>Funding Sources: Instructional Coaches -Salaries & Benefits - SCE, Instructional Coaches - Salaries & Benefits - Title II Part A</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2024, 90% of Kindergarten will advance beyond KG phonological levels. 80% of first and second graders will be on grade level.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SCE/Title I funds will be used to upgrade and enhance school wide instructional programs. RtI will be used to intervene with students who are struggling in specific concepts. Tier 2 materials will be purchased to aid the teacher in intervention. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aid in the instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations. Increased ratio of device to student. Students will close gaps in learning through RtI.</p> <p>Staff Responsible for Monitoring: Principal in conjunction with Federal programs office</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: software - SCE</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p> <p>Strategy's Expected Result/Impact: More students in Pre-K and kinder Increase community and family engagement Help at-risk students meet state standards</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the percentage of 5th grade students making progress on their STAAR tests from 75% to 84% by May 2024.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: SCE/Title 1 funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners. Additional technology will be purchased to aid in the instruction in the classroom. ipads, Chromebooks, interactive white boards, and additional technology will be purchased to aid in the instruction in the classroom. Tutors are hired to assist in the core STAAR subjects in grades 3-5. Materials will be purchased to aid teachers in tier 2 intervention blocks.</p> <p>Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations.</p> <p>Increased ratio of device to student.</p> <p>Staff Responsible for Monitoring: Principal in conjunction with Federal programs office</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Covid paras, at-risk coordinator, technology, tutors - SCE</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: Connect high school to career and college.

Performance Objective 1: 90% of 5th grade students will pass the STAAR test in May 2024

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will receive training on bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution and prevention, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>Strategy's Expected Result/Impact: HR report of new staff completing training Agendas from meetings</p> <p>Staff Responsible for Monitoring: All staff</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A college & career fair will be held to promote college and career readiness and life after high school to students. 3rd, 4th, and 5th grade students will travel to a college on a field trip (covid permitted).</p> <p>Strategy's Expected Result/Impact: Participation in fair and field trips</p> <p>Staff Responsible for Monitoring: All staff</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: field trips - SCE</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre- and post-test before transitioning back to the home campus.</p> <p>Strategy's Expected Result/Impact: Smooth transition from DAEP back to campus</p> <p>Staff Responsible for Monitoring: Principal, Teachers of DAEP students</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselor will explore career opportunities with students</p> <p>Strategy's Expected Result/Impact: Counselor plans</p> <p>Staff Responsible for Monitoring: Principals and counselor</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The campus will coordinate with the DAEP/Juvenile Justice System to ensure academic success for students who were assigned to these facilities. Students recidivism will be reviewed as needed in order to ensure academic goals are being met.</p> <p>Strategy's Expected Result/Impact: Lesson plans from teachers Work returned from students</p> <p>Staff Responsible for Monitoring: Assistant principal At-risk coordinator Teacher</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: at-risk coordinator - SCE</p>	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Staff Responsible for Monitoring: Principal At-Risk Coordinator Attendance Clerk</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: School health strategies will include the Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness gram is required every year to monitor flexibility and cardio health. Additionally, the school nurse will conduct vision and eye exams as required throughout the school year and follow health plans as needed.</p> <p>Strategy's Expected Result/Impact: Fitnessgram results</p> <p>Staff Responsible for Monitoring: PE teacher</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.





Performance Objective 1: Improve or remain the same in Domain IIA, Student Achievement which was at 91 in 2022.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified for and enrolled in instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. This will primarily be done in the reading and math blocks as well as during station work with the teacher group. Tutors will assist with RtI and small group intense instruction. Materials and workbooks will be purchased for use in the tier 2 instructional setting.</p> <p>Strategy's Expected Result/Impact: Reading and math data Math and reading benchmarks MAP Testing Unit Assessments</p> <p>Staff Responsible for Monitoring: Principal, AP, instructional coaches, classroom teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: supplies, tutors - SCE</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title funds shall be utilized to establish or improve programs for neglected, delinquent students and students at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least once a month.</p> <p>Strategy's Expected Result/Impact: Monthly attendance reports and homeless reports Data meeting info</p> <p>Staff Responsible for Monitoring: Attendance clerk, at-risk coordinator, Principal, AP</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Classroom supplies and materials - Title 1 Part A, Rdg Materials - SCE, at-risk coordinator - SCE</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus, in consultation with parents and the community, will develop, implement, and review a parental involvement policy. The policy will be published on the school website. Parent involvement activities include 1 program per year for each grade level, as well as, 2 Title I parent involvement events. Also, a Title I meeting will be held to share information with parents. A parent engagement event will include a literacy event to promote reading.</p> <p>Strategy's Expected Result/Impact: Parent attendance at school functions</p> <p>Staff Responsible for Monitoring: Principal, Site Based Team</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Parent involvement supplies - Title 1 Part A, Food for parent involvement events - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these students to participate effectively in school.</p> <p>Strategy's Expected Result/Impact: Seamless transition of migrant students with non-migrant students CBA scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: supplies - Focus/Priority Funds, headphones - Focus/Priority Funds</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The TELPAS will be utilized to assess LEP students achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: TELPAS scores MAP Scores</p> <p>Staff Responsible for Monitoring: Principal, ESL teacher, teachers of LEP students</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students who did not meet the standard on STAAR will have an Accelerated Instructional Plan in place. Tutors will be hired to help with this Accelerated Instructional time.</p> <p>Strategy's Expected Result/Impact: Lesson plans AI Plans Tutoring RtI groups</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - TCLAS, - ESSER II</p>	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Staff paid with supplemental state & federal funds are necessary to teach students. STAAR scores indicate that they are in need of accelerated instruction in order to increase their performance in reading, math, and science. Provide accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Increased performance of targeted students.</p> <p>Staff Responsible for Monitoring: Principals Teachers District Administration</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: tutorials - Focus/Priority Funds, tutorials - Title 1 Part A, tutor bus - Focus/Priority Funds, Instructional Coaches-40% Salary & Benefits - Title 1 Part A, - ESSER II, - TCLAS</p>	Formative		
	Nov	Feb	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Title funds shall be utilized to provide opportunities for children to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. The use of high quality online instructional programs such as Study Island and other approved online resources will be used to help students during station/center time. Additional hands-on resources will be used to enhance students' educational experiences in the realm of STEM to help build problem solving skills, science, and math skills needed to be successful according to the grade level TEKS.</p> <p>Strategy's Expected Result/Impact: Assessment data</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Online programs - Title 1 Part A - 211E11624800125930215, Supplies - Title 1 Part A - 211E61639900125930215</p>	Formative		
	Nov	Feb	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring, and accelerated instruction.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Tutoring - Title 1 Part A - 211E11611867125930000, Other expenses - Title 1 Part A - 211E61649900125930215, Other Contracted Services - Title 1 Part A - 211E31629900125930215</p>	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: The campus at-risk coordinator will identify all students who meet the criteria and meet with them on a regular basis discussing their academic goals and future.</p> <p>Strategy's Expected Result/Impact: students identified at-risk will raise their STAAR scores.</p> <p>Staff Responsible for Monitoring: principal at-risk coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: at-risk coordinator - SCE</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Domain I, Student Achievement, to a 37 scale score in 2024.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified for and enrolled in instruction classes based on prior state assessments, district, and classroom assessments. The classes will provide intensive remediation to help students meet state standards.</p> <p>Strategy's Expected Result/Impact: Low class sizes = increased intervention time in stations.</p> <p>Staff Responsible for Monitoring: Principal, AP, instructional coaches, classroom teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - ESSER II, - TCLAS</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Booker T Washington Elementary

Total SCE Funds: \$9,880.00

Total FTEs Funded by SCE: 1.9

Brief Description of SCE Services and/or Programs

--

Personnel for Booker T Washington Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jordan, William	At-Risk Coordinator	1
Wiggins, Judy	Paraprofessional	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Plummer, Lianna	CSR Teacher	School Wide	.5
Wolf, Melanie	Instructional Coach: Math	School Wide	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angie Rooney	Principal
Administrator	Synquis Lewis	Assistant Principal
Coach	Melanie Wolf	Instructional Coach
Classroom Teacher	Kellie Evans	Teacher
Classroom Teacher	Jaci Hanes	teacher
Classroom Teacher	Shamekia Smith	teacher
Classroom Teacher	Armetha Blackmon	teacher
Classroom Teacher	Mikki Zellner	teacher
Paraprofessional	Janis Waldon	paraprofessional
Community Representative	Rosie Flannigan	community rep
Business Representative	Jeremy Dorzab	business rep
Parent	Gihye Pipkin	parent
District-level Professional	Deborah Dipprey	Secondary District Curriculum Director
Classroom Teacher	Janet Hughes	5th grade teacher
Classroom Teacher	Contina McNeely	sped teacher
Classroom Teacher	Avery Baird	classroom teacher
Classroom Teacher	Alexandra Fain	classroom teacher
Non-classroom Professional	Maurice Jordan	student success coordinator
Non-classroom Professional	Denise Dorzab	counselor
Classroom Teacher	Chaenette McKinney	teacher
Classroom Teacher	Kathleen Stutzman	2nd grade teacher

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Classroom supplies and materials		\$0.00
4	1	3	Parent involvement supplies		\$0.00
4	1	3	Food for parent involvement events		\$0.00
4	1	7	Instructional Coaches- 40% Salary & Benefits		\$0.00
4	1	7	tutorials		\$0.00
4	1	8	Online programs	211E11624800125930215	\$0.00
4	1	8	Supplies	211E61639900125930215	\$0.00
4	1	9	Tutoring	211E11611867125930000	\$0.00
4	1	9	Other expenses	211E61649900125930215	\$0.00
4	1	9	Other Contracted Services	211E31629900125930215	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$143,175.00
+/- Difference					\$143,175.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Instructional Coaches -Salaries & Benefits		\$0.00
2	1	1	software		\$0.00
2	2	1	Covid paras, at-risk coordinator, technology, tutors		\$0.00
3	1	2	field trips		\$0.00
3	1	5	at-risk coordinator		\$0.00
4	1	1	supplies, tutors		\$0.00
4	1	2	at-risk coordinator		\$0.00
4	1	2	Rdg Materials		\$0.00
4	1	10	at-risk coordinator		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,880.00

SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$9,880.00
ESSER III - ARP						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$30,000.00
					+/- Difference	\$30,000.00
TCLAS						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	1	6			\$0.00	
4	1	7			\$0.00	
4	2	2			\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$12,282.61
					+/- Difference	\$12,282.61
					Grand Total Budgeted	\$195,337.61
					Grand Total Spent	\$0.00
					+/- Difference	\$195,337.61

Addendums

2022-23 Title I Campus Budget

BTW Angela Rooney

Estimated 2022-23 Title I Budget Allocation: \$137,567

Estimated Discretionary Funds: **\$5,608**

Total **\$143,175**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	125	3	30	000	\$658	Substitutes
211	11	6118	67	125	3	30	000	\$1,000	Tutoring
211	11	6118	00	125	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	125	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	125	3	30	000	\$137,567	Teacher Salaries, Stipends & Benefits
211	11	6129	00	125	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	125	3	30	000		Region Esc Services
211	11	6248	00	125	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	125	3	30	000	\$3,400	On-line services/Maint agreements
211	34	6294	67	125	3	30	000		Student busing for tutorials
211	11	6297	00	125	3	30	000		Printing
211	11	6299	00	125	3	30	000		Contracted Services - For Students
211	13	6299	00	125	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	125	3	30	000		Instructional Reading materials/books
211	11	6339	00	125	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	125	3	30	000		Technology
211	11	6396	00	125	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	125	3	30	000		Software/Licenses
211	11	6399	00	125	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		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$143,175	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$1,232	
211	61	6239	00	125	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	125	3	30	215		PFE Contracted Services
211	61	6297	00	125	3	30	215		PFE Printing
211	61	6399	00	125	3	30	215	\$482	PFE Supplies
211	61	6411	00	125	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	125	3	30	215	\$750	PFE Snacks
TOTALS								\$1,232	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered										Non-transferrable: Must remain in PFE									
Principal Signature: <i>Angela Rooney</i>																			
Date:		8/17/2022																	