

# Wichita Falls Independent School District

## Burgess Elementary

### 2023-2024 Campus Improvement Plan



# Mission Statement

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

## Vision

We at **KATE BURGESS** believe in doing everything possible to ensure student success and well-being. In addition to providing a safe and secure environment, we are committed to building relationships, providing quality teaching, and maintaining high expectations for all students, regardless of race, sex, ethnicity, or socio-economic status.

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K ate Burgess is a small PK-5 elementary school located on the north side of Wichita Falls that has around 300 students per year. We are 95% EcoDis with 40% African American, 25% Hispanic, 25% White and 10% 2 or more. These numbers have stayed fairly consistent over the past 5 years with +/- 3-5%.	5
Enrollment has decreased the most in our lower grades, We only had 25 PK students and 36 KG students this year. Every other grade level stays consistently around 40-45 students. Attendance rates have dropped since CoVID. We currently have an attendance rate of 93.35%. This is down from our previous years pre-CoVID of around 98%.	5
Discipline referrals have gone significantly down in the last 4 years. Down from over 1000 to a steady rate of around 225 for 2020-2021. This year we saw the lowest referral count at Kate Burgess in 10 years at just around 125. All staff members are highly qualified with experience ranging from 2 years to 25 years of experience.	5
Employee retention has been a challenge. This year, we had several staff leave the district due to budget shortfalls and staff making the decision to leave the district. We lost 7 classroom positions, 1 SPED teacher, 2 instructional coaches and 1 interventionist.	5
Professional development is centered around district programs and initiatives. Professional development is completed in the summer for 3 opt out days as well as during the school year with DSD and CSD. Job embedded PD is worked into weekly PLC meetings.	5
Most classes range from 13-16, but KG has 21-22 in each class.	5
Site based team includes teachers, admins, district staff, parents and community members.	5
Kate Burgess has been named a Capturing Kids Hearts National Showcase campus 4 years in a row.	5
Class sizes are kept very low with a range from 13-16. An addition of a third KG teacher this year will keep these classes small as well.	5
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2022-2023

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

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

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

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

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

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

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

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

### Demographics Strengths

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

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. **Root Cause:** The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.

# Student Learning

## Student Learning Summary

22-23

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

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

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

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

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

Student data is tracked weekly on a short weekly assessment

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

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

## Student Learning Strengths

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

Local data has predicted STAAR data.

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

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a gap between demographics due to learning issues, personal experiences, and support at home. **Root Cause:** The lack of support systems outside of the school contributes to demographic gaps.

## School Processes & Programs

### School Processes & Programs Summary

Professional development at the campus level is either embedded into PLCs or done during campus PD days. All PD is centered around district programs and initiatives.

Kate Burgess prides itself on being a leader in all district initiatives and programs and is in fact the only campus to have HRS Level 3, CKH Showcase and Seidlitz showcase.

A formative assessment process is done at each campus through the review of the CIP in November, February and May.

STAAR rigor is introduced week 1 and that urgency is in place each week from day 1 through the use of weekly assessments that are STAAR aligned in grades 3-5 in every subject area.

Each staff member is tasked with creating a scope and sequence with aligned assessments that aligns with Readiness Standards set forth by the state. The campus goal is on growth and that growth is tracked weekly through assessments and then also in a document for all major assessments and benchmarks.

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

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

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

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

### School Processes & Programs Strengths

Kate Burgess prides itself on being a leader in all district initiatives and programs and is in fact the only campus to have HRS Level 3, CKH Showcase and Seidlitz showcase.

A formative assessment process is done at each campus through the review of the CIP in November, February and May.

STAAR rigor is introduced week 1 and that urgency is in place each week from day 1 through the use of weekly assessments that are STAAR aligned in grades 3-5 in every subject area.

Each staff member is tasked with creating a scope and sequence with aligned assessments that aligns with Readiness Standards set forth by the state.

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

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Use of technology to enhance, engage, and create projects tied to the curriculum. **Root Cause:** Kate Burgess has a high staff turnover rate. Lack of availability of technology and training for content-specific areas and content-specific strategies.



# Perceptions

## Perceptions Summary

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

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

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

3 students have 15+ referrals and monopolize most support staff time during the day.

Our social worker conducts bullying awareness talks with grade levels and classes, as well as proactively meets with lunch groups throughout the year to eliminate bullying from the campus.

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

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

We have a clearly defined discipline management plan as well as implementation of Capturing Kids Hearts. Kate Burgess was named a Capturing Kids Hearts National Showcase campus in 2019, 2020, 2021, and 2022 school years.

Teacher retention is a challenge. There is no incentive for teachers to stay at Burgess and work a more demanding job than others within the district. The district also went through a RIF and budget cuts, resulting in several staff members leaving the district. We will lose 11 staff this year. This is double the staff lost in a normal year.

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

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

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

## Perceptions Strengths

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

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

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

instruction in every classroom.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Lack of parental and community involvement. **Root Cause:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

# Priority Problem Statements

**Problem Statement 1:** Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD.

**Root Cause 1:** The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Use of technology to enhance, engage, and create projects tied to the curriculum.

**Root Cause 2:** Kate Burgess has a high staff turnover rate. Lack of availability of technology and training for content-specific areas and content-specific strategies.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** There is a gap between demographics due to learning issues, personal experiences, and support at home.

**Root Cause 3:** The lack of support systems outside of the school contributes to demographic gaps.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Lack of parental and community involvement.

**Root Cause 4:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

## 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
- Section 504 data
- Dyslexia data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

- State certified and high quality staff data
- Campus leadership data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**


- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals






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

**Performance Objective 1:** Maintain 85% of staff from 2022-2023 to the 2023-2024 school year.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title funds and focus funds will be used to continue professional development for all staff to support improved student achievement. To include but not limited to Amplify, Seidlitz, Guided Math, Balanced Literacy, TEKS Resource System, and CKH.</p> <p>Professional development will be provided to focus on improving Tier 1 Instruction, classroom management, reducing behavioral referrals, and building relationships. To include, but not limited to Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine collaboration on best practices, district and campus policies &amp; procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> HR Job Fair and Talent Ed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will assign mentors and an instructional coach to new teachers to help support them in the classroom.</p> <p>Increase job-embedded professional development with Instructional Rounds off campus for all grade levels. 80% of grade levels will participate in Instructional Rounds.</p> <p><b>Strategy's Expected Result/Impact:</b> PLCs agendas, walk-throughs, instructional rounds schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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 the staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> HR Certified teacher report Principal Attestation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Use of technology to enhance, engage, and create projects tied to the curriculum. <b>Root Cause:</b> Kate Burgess has a high staff turnover rate. Lack of availability of technology and training for content-specific areas and content-specific strategies.</p>



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


**Performance Objective 1:** The % of PreK students that score on track in Phonological Awareness will be 80% and in Math will be 90% from BOY to EOY by June 2024 based on EOY Circle Assessment.





Kindergarten - EOY TX-KEA Reading and Math scores will increase by 15% when compared to the BOY scores for students who are categorized as in need of support on the TX-KEA testing.

1st Grade - EOY MAP Reading and Math scores will increase by 15% when compared to the BOY scores for students who are categorized as low and low average moving to average and above in MAPS testing.

2nd Grade - EOY MAP Reading and Math scores will increase by 15% when compared to the BOY scores for students who are categorized as low and low average moving to average and above in MAPS testing.

**Evaluation Data Sources:** Circle Scores.

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

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title &amp; SCE funds will be used to upgrade and enhance school-wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Fill student learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> MTSS team will monitor student performance and the need for Intervention, Small Groups, Targeted Instruction, and Tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Coach, Counselor, Teachers, Diagnostician, Dyslexia Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Student increase in reading fluency and love of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. **Root Cause:** The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.

**Student Learning**

**Problem Statement 1:** There is a gap between demographics due to learning issues, personal experiences, and support at home. **Root Cause:** The lack of support systems outside of the school contributes to demographic gaps.

**School Processes & Programs**

**Problem Statement 1:** Use of technology to enhance, engage, and create projects tied to the curriculum. **Root Cause:** Kate Burgess has a high staff turnover rate. Lack of availability of technology and training for content-specific areas and content-specific strategies.

**Perceptions**



**Problem Statement 1:** Lack of parental and community involvement. **Root Cause:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.



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









**Performance Objective 2:** 70% of students in grades 3-5 will meet or exceed progress on their EOY MAP Assessment in Reading, Math, and 5th-Grade Science as compared to their BOY Assessment.

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BOY, MOY, and EOY MAP testing, as well as analyzing the data for students for Math, Reading, and 5th-grade Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, AP, ICs.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> IC to assist the campus as a resource for modeling lessons, listening, providing feedback, and providing resources to support math and reading. In addition, the coach will work with students during MTSS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction resulting in greater student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be identified and enrolled in accelerated instruction classes based on prior state and district assessments. The classes will provide intensive remediation in preparation for upcoming exams. This will be done during station work in Guided Math and Balanced Literacy and for Crunch time 20 instructional days prior to STAAR. Students will also participate in UIL clubs in order to increase the performance of students on grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Tutoring will be offered before, during, or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Title funds shall be utilized to provide opportunities for children served, to acquire the knowledge and skills contained in the TEKS and meet the state performance standards. Additional technology, headphones, Noise-Cancelling Headphones, Chromebooks, Chromebook carts, and interactive Promethean boards from Delcom will be purchased to allow teachers to create digital lessons for students. Classroom cameras and microphones will be purchased to help with digital lessons. Online instructional programs will be purchased to enhance learning. Supplies for Guided Math will be purchased. Reading materials for Amplify, along with STAAR prep materials such as Mentoring Minds, STAAR Ready, Kamico, etc. Instructional Supplies will be purchased with Title Funds. Science Lab materials will be purchased for experiments. Supplies will be purchased for PK and K purposeful play that will increase academic understanding; such as STEAM. Title /SCE funds will also be used to purchase supplemental online programs (IXL) to help students fill gaps in their own individualized learning plans.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Online software programs will be purchased to aid in students acquiring the knowledge and skills contained in the TEKS and to meet state performance standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students meeting approaches in Domain 1 of the accountability system. Increase in students showing year-to-year growth as outlined in Domain 2 of the accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal All Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. **Root Cause:** The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.

### Student Learning

**Problem Statement 1:** There is a gap between demographics due to learning issues, personal experiences, and support at home. **Root Cause:** The lack of support systems outside of the school contributes to demographic gaps.

### School Processes & Programs

**Problem Statement 1:** Use of technology to enhance, engage, and create projects tied to the curriculum. **Root Cause:** Kate Burgess has a high staff turnover rate. Lack of availability of technology and training for content-specific areas and content-specific strategies.







### Perceptions

**Problem Statement 1:** Lack of parental and community involvement. **Root Cause:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

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

**Performance Objective 1:** Increase student awareness of post-secondary opportunities by offering college and career awareness activities by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Flyers  
Agendas  
Photos  
Student Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The counselor will meet with classes and small groups to ensure ss begin thinking of a plan for their future.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with a more well rounded education. Students become aware of a different normal than what they may currently be experiencing. Higher attendance rate for KB students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Make students aware of post-secondary opportunities through staff displaying college degrees and teaching certificates in classrooms, bulletins boards displaying post-secondary opportunities, and field trip opportunities to explore post-secondary and career paths.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 1 Problem Statements:**






**Perceptions**

**Problem Statement 1:** Lack of parental and community involvement. **Root Cause:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

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

**Performance Objective 2:** Students will participate in Science, Technology, Engineering, Arts, and Math (STEAM) activities during the 2023-24 school year and participate in the Spring Parent Engagement night.

**Evaluation Data Sources:** Observation, Spring Parent Engagement Participation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for students to work on STEAM projects that will extend their learning to a higher level.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of career opportunities in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a gap between demographics due to learning issues, personal experiences, and support at home. <b>Root Cause:</b> The lack of support systems outside of the school contributes to demographic gaps.</p>
Perceptions
<p><b>Problem Statement 1:</b> Lack of parental and community involvement. <b>Root Cause:</b> As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</p>

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

**Performance Objective 1:** Reduce the number of students receiving Tier 2 and 3 instruction in reading from 40 at BOY to less than 15 by May 2024.

**Evaluation Data Sources:** BOY, MOY, and EOY Tier 3 student roster 2022/2023 and 2023/2024

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Intervention period during the day to provide accelerated instruction for students. Tutoring will be accessible to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Coaches, Teachers, and Staff</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. <b>Root Cause:</b> The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.</p>

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

**Performance Objective 2:** Increase the total percentage of students that will "meet expectations" on:

STAAR MATH assessment in grades 3-5 from 12% in 2023 to 30% in 2024

STAAR READING assessment in grades 3-5 from 13% in 2023 to 30% in 2024


STAAR SCIENCE assessment in grade 5 from 8% in 2023 to 25% in 2024






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

MAP scores

Formative data

STAAR Scores

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Title 1 Part A, Improving Basic Programs: Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Staff funded with Title funds at Kate Burgess will work with students during Intervention Blocks on TEK-specific material to ensure all students meet the state standard.</p> <p>Title /SCE funds will also be used to purchase supplemental online programs (IXL) to help students fill gaps in their own individualized learning plans.</p> <p>Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>Additional technology and technological resources, i-pevo pens, headphones/headsets, and licenses ( IXL, ) will be purchased for students to create more modern digital lessons for students.</p> <p>Math supplies and books for book clubs/literature circles will be purchased. Chart paper and chart markers will be purchased to enable teachers to teach Guided Math and Balanced Literacy. Math supplies and books for book clubs/literature circles will be purchased. Dry-erase film for chalkboards, tables, and desks, whiteboard collaborator set, flexible seating, supplemental classroom whiteboards, document cameras, headphones, noise-canceling headphones, and dry-erase board will be purchased to help in student instruction. Copy paper, card stock, pencils, pencil sharpeners, pens, dictionaries, highlighters, Expo markers, erasers, plastic bags, scissors, batteries, binding combs, ink cartridges, folders, poster board, dividers, construction paper, testing materials, data tracking materials from the print shop, whisper phones, math binders, Math and Reading instructional games and resources, and additional resources will be purchased for STAAR specific subjects (Reading and Math).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement/achievement on Domain 3 scores.</p> <p>Fill student gaps to increase scores on 3-5 Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, All Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Study Island, Formative Loop - SCE - 199 e 11 6248 00 105 0 30 000 - \$5,500</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> At Risk: Campus at risk coordinator will keep lists of students who are coded as at risk and input into Skyward. At Risk students will be provided small group instruction in the classroom as well as pull out services during intervention time in Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of At Risk students. Higher performance levels of at risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, homeroom teachers, intervention block teachers.</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		
	Nov	Feb	May
	 70%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. <b>Root Cause:</b> The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.</p>
Perceptions
<p><b>Problem Statement 1:</b> Lack of parental and community involvement. <b>Root Cause:</b> As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</p>

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

**Performance Objective 3:** Improve student discipline referrals by a 10% decrease from year 22-23 to year 23-24. Building relationships in the classroom and through Parent Involvement may help with this issue.

**Evaluation Data Sources:** Skyward discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Purchase educational program that increases appropriate behavior and decreases behavior referrals throughout the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease behavior discipline referrals by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		
	Nov	Feb	May
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			


**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Lack of parental and community involvement. <b>Root Cause:</b> As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</p>


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






**Performance Objective 4:** Increase attendance from 97.2% to 98% for the 2023-24 school year.

**Evaluation Data Sources:** Monthly/Yearly attendance reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Make timely calls to parents for each student not in attendance by 10:00 am every day.</p> <p>Follow up to collect doctors'/parents' notes when students are absent.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve ADA  <b>Staff Responsible for Monitoring:</b> Attendance Clerk</p> <p><b>Title I:</b>            2.4, 2.6  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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>Make phone calls to inquire about students with irregular attendance.</p> <p>Home visits for students with frequent absences.</p> <p>Involve truancy officer when issues persist.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ADA  <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer</p> <p><b>Title I:</b>            2.5  <b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>All staff complete modules online.</p> <p>A TBSI team will be assembled and trained in TBSI and Handle with Care.</p> <p>All students will be trained on internet safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> *School Health Strategies will include 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal PE Teachers</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		






Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> *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 insure 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 home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. <b>Root Cause:</b> The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.</p>
Perceptions
<p><b>Problem Statement 1:</b> Lack of parental and community involvement. <b>Root Cause:</b> As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.</p>

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

**Performance Objective 5:** Increase parental Involvement at Burgess and provide education for parents about the importance of setting expectations for school at home.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement Policy / Parent Student Teach Compact will be reviewed and approved at 1st SBDM meeting.</p> <p>Parent Involvement nights for the year will include, but not limited to.</p> <ul style="list-style-type: none"> <li>-Meet the Teacher Night</li> <li>-Parent engagement/Title Meeting</li> <li>-Parent Teacher Conferences Fall</li> <li>- PreK Family events</li> <li>- Grade level concerts</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Building positive relationships Improve the relationship between school and home. fund-raising</p> <p><b>Staff Responsible for Monitoring:</b> Principal and all staff</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>ESF Levers:</b> Lever 3: Positive School Culture</li> </ul> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Burgess students are consistently lower scoring on assessments and slower to progress than the rest of the majority of WFISD. <b>Root Cause:</b> The economically disadvantaged population (95%) and mobility rate at Kate Burgess Elementary are higher than the state average, resulting in students who do not have the background knowledge needed to make connections between subjects. Student performance on state assessments in Domain 1 is well below state standards at Kate Burgess.</p>

## Perceptions

**Problem Statement 1:** Lack of parental and community involvement. **Root Cause:** As a result of the economy, family status, and educational background, many families work multiple jobs to provide for their children, resulting in low family involvement. Kate Burgess has historically performed poorly on standardized assessments and has high behavior issues that result in office referrals.

# State Compensatory

## Budget for Burgess Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

### Brief Description of SCE Services and/or Programs

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## Personnel for Burgess Elementary

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

# Title I

## **1.1: Comprehensive Needs Assessment**

The SBDM met at the end of the 21-22 school year to complete the Comprehensive Needs Assessment. The guiding questions from P4L were used to arrive at the needs expressed in each category.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

## **2.2: Regular monitoring and revision**

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

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

Plan is published on school website in English and Spanish.

# Title I Personnel

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

# Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$144,900.00
+/- Difference					\$144,900.00
<b>Grand Total Budgeted</b>					\$144,900.00
<b>Grand Total Spent</b>					\$0.00
+/- Difference					\$144,900.00



# Addendums

## 2022-23 Title I Campus Budget

Burgess Elementary Jeff Hill

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

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

Total **\$144,900**

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

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

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