

# Wichita Falls Independent School District

## Burgess Elementary

### 2025-2026 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kate Burgess Elementary is a small PK–5 campus located on the north side of Wichita Falls, serving approximately 330 students annually. The student population is composed of 87.5% economically disadvantaged students, with a demographic breakdown of 33% African American, 32% Hispanic, 23% White, and 10% identifying as two or more races. These demographics have remained relatively stable over the past five years, with only minor fluctuations of 3–5%.

Overall enrollment has declined compared to the past two years. However, in the 2024–2025 school year, the campus expanded its programming to include transitional kindergarten and transitional first grade, both part of the district’s centralized special education services. As a result, the special education population has steadily increased, now representing approximately 31% of students. Class sizes typically range from 16 to 20 students.

The campus maintains a current attendance rate of 94.1%. Discipline referrals are generally higher at the beginning of the school year but decrease as the year progresses. Staff retention has also improved, with approximately 94% of employees returning. All staff members are highly qualified, representing a wide range of teaching experience from 1 to 30 years.

Decision-making and planning are guided by a site-based team consisting of teachers, administrators, district staff, parents, and community members, ensuring that multiple perspectives contribute to the success of the school.

### Demographics Strengths

Burgess Elementary demonstrates strong staff retention, with 94% of employees returning, and is supported by a team of highly qualified educators with 1 to 30 years of experience.

The campus also benefits from a collaborative site-based team that includes teachers, administrators, district staff, parents, and community members to guide decision-making and improvement efforts.

### 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:** High rates of poverty and special education needs, combined with limited early literacy exposure and low academic expectations at home and school, contribute to persistent underperformance. Kate Burgess students perform well below state standards on state assessments in Domain 1.

# Student Learning

## Student Learning Summary

### Change Over Time

[2024-25](#)

C / 71

[2023-24](#)

C / 79

[2022-23](#)

F / 56

Burgess Elementary has demonstrated notable academic growth over the past three years. In 2022–2023, the campus received an overall rating of F (56). Significant progress was achieved in 2023–2024, with the campus earning a C (79) and distinctions in Academic Achievement in Math, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps, reflecting targeted efforts to improve student outcomes. In 2024–2025, Burgess maintained a C (71) rating, showing sustained performance and continued commitment to academic excellence.

The campus continues to focus on strategies that support growth across all student groups, with particular emphasis on strengthening areas identified for improvement to ensure ongoing progress.

### Student Learning Strengths

Burgess Elementary has shown strong academic growth, improving from an F to a C rating.

Maintained a C letter grade for 2 consecutive years.

### 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:** Chronic socio-economic disadvantage leads to limited academic support, lack of engagement, and diminished access to enriching experiences at home.

# School Processes & Programs

## School Processes & Programs Summary

Professional development at the campus level is delivered through embedded Professional Learning Communities (PLCs) and designated campus professional development days. All professional learning is strategically aligned with district programs and initiatives to ensure consistency and coherence across instruction. A structured formative assessment process is in place through the review of the Campus Improvement Plan (CIP) each November, February, and May.

The 2025–2026 school year marks the third year of full implementation of the Amplify Reading curriculum and the first year of implementation of the Bluebonnet Math curriculum. Both curricula are designated as High-Quality Instructional Materials (HQIM). Instructional coaching continues to provide critical support to teachers through classroom observations, collaborative lesson planning, facilitation of PLC and internalization meetings, and regular one-on-one coaching sessions. Technology integration has expanded to ensure all Kindergarten through Grade 5 students have access to 1:1 Chromebooks, with additional access provided through classroom Chromebook carts. Targeted academic interventions are provided campus-wide. Tutors are assigned to support Grade 4 and Grade 5 students requiring Accelerated Instruction to ensure academic growth and mastery of essential standards.

All staff members have been trained in Capturing Kids' Hearts (CKH), and the campus has been designated as a National Showcase School. In addition, all teachers will receive training in Seidnitz instructional strategies to further strengthen instructional practices and support student learning.

## School Processes & Programs Strengths

Burgess Elementary provides strong instructional support through PLCs, coaching, targeted interventions, and the implementation of High-Quality Instructional Materials in reading and math.

Third year using the Amplify Reading curriculum.

## 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:** Despite strong curriculum implementation and collaboration, there is a gap in targeted training, resources, and support for effectively integrating technology to enhance student engagement and projects

# Perceptions

## Perceptions Summary

Burgess Elementary promotes a positive culture and climate built on respect, support, and high expectations for behavior among students and staff. Schoolwide systems are consistently implemented to promote positive student conduct, and the campus is often recognized for its welcoming atmosphere. Visitors frequently note the hospitality of our community and describe Burgess as “one of the best-kept secrets.”

Parental engagement has slightly increase, with growing participation in parent-teacher conferences, Parent Night/Title I Night, and other school-sponsored events. These opportunities build strong partnerships between families and the school, further supporting student success.

To ensure a safe and supportive environment, the campus has a clearly defined discipline management plan complemented by the full implementation of Capturing Kids’ Hearts. These efforts were recognized in 2025 when Burgess Elementary was named a Capturing Kids’ Hearts National Showcase School.

Additionally, new teachers are supported through regular check-ins, collaboration within PLCs. These supports ensure that all staff members are equipped to contribute to the positive culture and high expectations of the campus.

## Perceptions Strengths

Burgess Elementary is recognized for its positive school culture and climate, highlighted by respectful relationships, supportive systems, and its designation as a Capturing Kids’ Hearts National Showcase School in 2025.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of parental and community involvement.

**Root Cause:** Economic challenges, family circumstances, and limited education cause many parents to work multiple jobs, reducing their involvement in school. Kate Burgess also has a history of low test scores.

# 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:** High rates of poverty and special education needs, combined with limited early literacy exposure and low academic expectations at home and school, contribute to persistent underperformance. Kate Burgess students perform well below state standards on state assessments in Domain 1.

**Problem Statement 1 Areas:** Demographics

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

**Root Cause 2:** Despite strong curriculum implementation and collaboration, there is a gap in targeted training, resources, and support for effectively integrating technology to enhance student engagement and projects

**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:** Chronic socio-economic disadvantage leads to limited academic support, lack of engagement, and diminished access to enriching experiences at home.

**Problem Statement 3 Areas:** Student Learning

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

**Root Cause 4:** Economic challenges, family circumstances, and limited education cause many parents to work multiple jobs, reducing their involvement in school. Kate Burgess also has a history of low test scores.

**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
- 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-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data





# Goals

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

**Performance Objective 1:** Maintain 85% of staff from 2024-2025 to the 2025-2026 school year.

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

Strategy 1 Details	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. This includes, but is not limited to, Amplify, CKH, Bluebonnet, and McGraw-Hill Science.</p> <p>Professional development will be provided to focus on improving Tier 1 Instruction, classroom management, reducing behavioral referrals, and building relationships. This includes, but is 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>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	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>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	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>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	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>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





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

**Performance Objective 1:** 75% of Pre-K students will score "on track" in the following areas of CLI: rapid letter naming, rapid vocabulary, and phonological awareness, and overall Math at the end of the year.

70% of all Kindergarten-5th grade students will meet their growth goal on MAP reading and math from BOY to EOY.

**Evaluation Data Sources:** Circle Scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K teachers will PLC with their curriculum specialists and track these essential skills for growth. Ss will be assessed regularly and planned 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>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	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>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> MTSS team will monitor student performance and the need for Intervention, Small Groups, UFLI, 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>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	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>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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	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, IC.</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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	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>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>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>





Strategy 3 Details	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 Bluebonnet, Amplify, and for Crunch time at least 10 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, Classroom assessment improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	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>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Feb	May	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Title funds shall be utilized to provide opportunities for students to acquire the knowledge and skills contained in the TEKS and meet the state performance standards. Resources to increase writing in different grade level not limited to reading class, but across different content areas.</p> <p>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.</p> <p>Supplies for Eureka Math will be purchased.</p> <p>Reading materials for Amplify for Reading, Math materials for Bluebonnet, McGraw Hill for Science 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 Pre-K and Kinder purposeful play that will increase academic understanding; such as STEAM.</p> <p>Title /SCE funds will also be used to purchase supplemental online programs such as but not limited to IXL, Lowman, Lead4ward, etc... to help students fill gaps in their own individualized learning plans.</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>	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	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.</p> <p>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>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>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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 2025-2026 school year.





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

Strategy 1 Details	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.  <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.  <b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	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.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.  <b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 2025-26 school year and participate in the Spring Parent Engagement night.





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

Strategy 1 Details	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>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>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 2026.

**Evaluation Data Sources:** BOY, MOY, and EOY Tier 3 student roster 2024/2025 and 2025/2026.

Strategy 1 Details	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>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>	Formative			Summative
	Nov	Feb	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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 2025 to 30% in 2026

STAAR READING assessment in grades 3-5 from 13% in 2025 to 30% in 2026

STAAR SCIENCE assessment in grade 5 from 8% in 2025 to 25% in 2026





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

MAP scores

Formative data

STAAR Scores





Strategy 1 Details	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 such as but not limited to IXL, Lowman, Lead4ward, etc... to help students fill gaps in their own individualized learning plans.</p> <p>Title funds shall be utilized to provide opportunities for students 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>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Study Island, Formative Loop - SCE - 199 e 11 6248 00 105 0 30 000 - \$5,500</p>	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	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>	Formative			Summative
	Nov	Feb	May	June
<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>				

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

**Performance Objective 3:** Improve student discipline referrals by a 10% decrease from year 24-25 to year 25-26. Building relationships in the classroom and through Parent Involvement may help with this issue.

**Evaluation Data Sources:** Skyward discipline reports

Strategy 1 Details	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>	Formative			Summative
	Nov	Feb	May	June
<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>				

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


**Performance Objective 4:** Increase attendance from 97.2% to 98% for the 2025-26 school year.


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

Strategy 1 Details	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</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	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</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators, Attendance Clerk, Truancy Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

Strategy 3 Details	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>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	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>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	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>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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	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>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# State Compensatory

## Budget for Burgess Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

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>
La'Tasha McKinney	Para	1
Lydia Toler	Para	1
Tyesha Dennis	Para	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melanie Wolf	Instructional Coach	School Wide	1

# 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>					\$138,047.00
<b>+/- Difference</b>					\$138,047.00
<b>Grand Total Budgeted</b>					\$138,047.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$138,047.00