

Elgin Independent School District
Booker T. Washington Elementary School
2019-2020

Mission Statement

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

Vision

Elgin Changes Lives.

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Comprehensive Needs Assessment

Needs Assessment Overview

Out of 326 total Reading and Math tests taken in 2019:

-Reading: Only 95 students scored at Meets or Masters Grade Level on their reading STAAR (29%) and our target was 44%.

Therefore, 143 (48 more students than 2019) need to pass their reading STAAR test at Meets or Masters Grade Level to meet our target.

-Math: Only 68 students scored at Meets or Masters Grade Level on their math STAAR (21%) and our target was 46%.

Therefore, 150 (82 more students than 2019) need to pass their math STAAR test at Meets or Masters Grade Level to meet our target.

Target Student Groups: All, EL, EcoDis

Accountability goals for Domains set for school year 2019-2020:

Domain 1 (Student Achievement) - Increase Approaches by 14% (from 52 to 66), Increase Meets by 16% (from 21 to 37).

Domain 2 (Student Progress) - Increase our growth raw score from 22 to 37 and our scaled score from 69% to 85% (an increase of 16%).

Domain 3 (Closing the Gaps) - Meet our Student Achievement targets for All Students for both Reading and Math by increasing the percentage of students s Meets grade level by 15% (Reading) and 25% (Math) / Surpass our Growth Targets for Reading and Math by 10% (Reading 75%, Math 80%).

Student Achievement

Student Achievement Summary

Student Data -BTW STUDENT DATA FROM TIP 2019-2020

% of Students at Campus Determined Proficiency Level

Grade level	Subject tested	Cycle 1			Cycle 2			Cycle 3			A
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal		
2	Reading (UAs)	Benchmark	20		Benchmark	30		Benchmark	40		
2	Math (UAs)	Benchmark	20		Benchmark	30		Benchmark	40		
3	Reading (UAs)	Benchmark	24		Benchmark	29		Benchmark	34		
3	Math (UAs)	Benchmark	17		Benchmark	22		Benchmark	27		
4	Reading (UAs)	Benchmark	24		Benchmark	29		Benchmark	34		
4	Math (UAs)	Benchmark	17		Benchmark	22		Benchmark	27		
4	Writing (UAs)	Benchmark	16		Benchmark	21		Benchmark	26		
5	Reading (UAs)	Benchmark	29		Benchmark	34		Benchmark	39		
5	Math (UAs)	Benchmark	25		Benchmark	30		Benchmark	35		
5	Science (UAs)	Benchmark	21		Benchmark	26		Benchmark	31		
K	Reading (DRA/EDL)	Benchmark	50		Benchmark	57		Benchmark	64		
K	Math (iStation)	Benchmark	40		Benchmark	47		Benchmark	54		
1	Reading (DRA/EDL)	Benchmark	55		Benchmark	62		Benchmark	67		
1	Math (iStation)	Benchmark	65		Benchmark	70		Benchmark	75		

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need objective-driven daily lesson plans with formative assessments. **Root Cause:** Lack of data-driven plans; Inconsistent implementation of PLANNED lesson.

Priority Problem Statements

Problem Statement 1: Need curriculum and assessment aligned to TEKS with a year-long scope and sequence.

Root Cause 1: Inconsistent implementation of planned lesson, instructional materials and resources with fidelity.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Need compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Root Cause 2: Lack of consistency and fidelity in following all SWE, practices and policies.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Need objective-driven daily lesson plans with formative assessments.

Root Cause 3: Lack of data-driven plans; Inconsistent implementation of PLANNED lesson.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

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

Goals



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

Performance Objective 1: Align curriculum and assessments to TEKS with a year-long scope and sequence.

Evaluation Data Source(s) 1: Completed year-long scope and sequence

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Teachers will utilize instructional materials and resources with fidelity.</p>	2.4, 2.5	Principal; Assistant Principal	Increased STAAR Scores in 2020.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Teacher teams will dedicate time on Curriculum Calendars for whole-class reteach and review, plan lessons for reteach and review based on data, and check for understanding following reteach and review.</p>	2.4, 2.5	Principal; Assistant Principal	Increased STAAR Scores in 2020				






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 2: Implement objective-driven daily lesson plans with formative assessments.

Evaluation Data Source(s) 2: Teachers' daily lesson plans; Classroom observations

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>1) Teachers will develop daily lesson plans that include the following elements: objective (learning intention (LI)/success criteria), pacing (including time stamps), differentiated activities for specific students, formative assessments with an exemplar response, enough detail for other teachers to implement plan, frequent checks for understanding, and measurable student learning outcomes (How will we know they've learned the LI?).</p>	2.4, 2.5, 2.6	Principal; Assistant Principal	Increased STAAR scores in 2020				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 3: Increase rate of parent and family engagement.

Evaluation Data Source(s) 3: Growth in numbers of parents participating in meaningful parent and family engagement activities as evidenced by flyers, agendas, sign-in sheets and minutes/notes.

Summative Evaluation 3: Some progress made toward meeting Performance Objective



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) Hold flexible Title I parent meeting/s at different times and dates to inform and involve parents in Schoolwide Title I planning and developing/revising Campus Parent and Family Engagement Policy and School Compact.	3.1, 3.2	Principal; State and Federal Programs Administrator	Increased parent engagement enabling growth in student achievement.				
2) Hold Elementary School parent conferences in October to distribute and review the Campus Parent and Family Engagement Policy, Student Success Compact, and to discuss student achievement.	3.1	Principal; State & Federal Programs Administrator	Increased parent engagement enabling growth in student achievement.				
ESF Levers Lever 3: Positive School Culture 3) Post Campus Improvement Plan, Campus Parent and Family Engagement Policy, and Campus Student Success Compact on campus website in both English and Spanish.	3.1	Principal; State and Federal Program Administrator	Increased parent engagement enabling growth in student achievement.				
ESF Levers Lever 3: Positive School Culture 4) Hold educational parent meetings providing strategies and materials to engage parents in supporting their child's learning at home.	3.2	Principal; Federal Programs Administrator	Increased parent engagement enabling growth in student achievement.				
Funding Sources: 211 - Title I-Part A - 3000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: The percent of Elgin ISD students reaching "Masters Grade Level" Standard on writing STAAR will increase from 20% to 40% by 2024.

Evaluation Data Source(s) 4: STAAR 2020 Data

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at the campus level that provide specific content-area support for Math and Reading/Language Arts.</p>	2.4, 2.5	Asst. Supt. Academics & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>	2.4, 2.5	Asst. Supt. Academics & SI; Principal	Less reliance on outside consultants as a result of the expertise created within campus instructional specialists				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to writing. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific writing professional development based on campus need, including the expectation that well-planned writing is to occur in each content area on a daily basis.</p>	2.4, 2.5, 2.6	Asst. Supt. Academics & SI	Campuses will see increases in formative and summative writing data.	0%			







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

Performance Objective 5: The percent of Elgin ISD students reaching "Meets Grade Level" Standard on reading STAAR will increase from 32% to 52% by 2024.

Evaluation Data Source(s) 5: STAAR 2020 Data

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at each campus that provide specific content-area support for Math and Reading/Language Arts.</p>	2.4, 2.5, 2.6	Asst. Supt. Academic & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>	2.6	Asst. supt. Academics & SI; Principal	Less reliance on outside consultants as a result of the expertise created within campus instructional specialists				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Literacy Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to reading. (Elementary and Middle Schools.) Utilize the Reading Specialists and Master Teachers to lead campus-specific reading professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction.</p>	2.4, 2.5, 2.6	Asst. supt. Academics & SI; Principal	Campuses will see increases in formative and summative reading data.				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Implement new Reading/Language Arts textbook adoption in grades K-8, with fidelity.	2.4	Asst Supt. Academics & SI; Principal	Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading.				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Monitor fidelity of textbook implementation and adjust the implementation as needed based on data and feedback from campuses.	2.4	Asst. Supt. Academics & SI	Consistency across Reading/Language Arts instruction in classrooms which leads to increased student performance in reading.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							






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

Performance Objective 6: The percent of Elgin ISD students reaching "Meets Grade Level" Standard on math STAAR will increase from 27% to 47% by 2024.

Evaluation Data Source(s) 6: STAAR 2020 Data

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Additional Instructional Specialist positions added at each campus that provide specific content-area support for Math and Reading/Language Arts.</p>	2.4	Asst. Supt. Academics & SI; Principal	Increased focus on math and reading content areas, to include data monitoring and teacher support.				
	Funding Sources: 211 - Title I-Part A - 86972.82						
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p>	2.4, 2.5, 2.6	Asst. Supt. Academics & SI; Principal	Less reliance on outside consultants as a result of the expertise created within campus instructional specialists				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Math Task Force sessions are campus-led, allowing for individual campus needs to be met in regards to math. (Elementary and Middle Schools.) Utilize the Math Specialists and Master Teachers to lead campus-specific math professional development based on campus need, including the expectation that learnings are applied to improve content knowledge and instruction.</p>	2.4, 2.5, 2.6	Asst. supt. Academics & SI; Principal	Campuses will see increases in formative and summative math data.				






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Provide math professional development in grades K-Algebra I to build teacher and math specialist capacity, with the expectation that learnings are applied to improve content knowledge and instruction.	2.4, 2.5, 2.6	Asst. supt. Academics & SI; Principal	Campuses will see increases in formative and summative math data.				
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Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of writing, literacy, and numeracy.

Performance Objective 7: Provide direct targeted student intervention in writing, reading/language arts and math.

Evaluation Data Source(s) 7: STAAR 2020

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Provide direct, targeted small group intervention in writing, reading/language arts/, and math that is supplemental to regular classroom instruction.	2.4, 2.5, 2.6	Principal	Student academic growth as evidenced on district benchmarks and STAAR 2020.				
Funding Sources: 211 - Title I-Part A - 99079.07, 199 - General Fund: State Compensatory Education - 184535.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: Reach the E; School Quality Survey; Exit survey data; Superintendent Listening Tour

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Conduct district-wide "listening tours" each semester to ensure all staff have an opportunity to provide real time feedback to district leaders.		Superintendent	Decrease in turnover rate of teachers and administrators; Improved morale				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 2) Implement "Power of Moments" activities to increase staff and campus morale.		Principal	Decrease in turnover rate of teachers and administrators				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 3) Promote and Utilize "REACH the E" as the district and campus primary communication platform.	3.2	District/Campus Leadership Teams	Decrease in turnover rate of teachers and administrators.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

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

Evaluation Data Source(s) 2: School Quality Survey

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Continue to implement activities at the campus level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum.</p>	2.6	Asst. Supt. for Academics/SI; Principals	Decrease in teacher and administrator turnover rate.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>2) Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth.</p>	2.6	Asst. Supt. for Academics/SI	Decrease in teacher and administrator turnover rate.				
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Goal 2: Booker T. Washington Elementary will increase teacher and administrator retention rates.

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

Evaluation Data Source(s) 3: Survey Data; Qualitative data from listening tours

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Increase staffing support that allows for a streamlined focus on behavioral support and intervention. These supports include a Campus Testing/504 Coordinators at each elementary campus.</p>	2.6	Superintendent; Campus Principals	Decrease in teacher and administrator turnover rate; improved staff morale				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management.</p>	2.6	Executive Cabinet; Campus Principals	Decrease in teacher and administrator turnover rate; improved staff morale				
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Administer and analyze survey data to establish a baseline as it relates to perceptions of behavioral interventions and classroom support, to include support from campus administrators.</p>	2.6	Executive Cabinet; Principals	Decrease in teacher and administrator turnover rate; improved staff morale				
<p>TEA Priorities Recruit, support, retain teachers and principals 4) Campus leaders continue to monitor and adjust the implementation of the Ground Works handbooks to ensure consistent behavior interventions and classroom supports are provided.</p>	2.6	Asst. Supt. for Academics and SI; Principals	Decrease in teacher and administrator turnover rate.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

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

Evaluation Data Source(s) 1: District-created student tracking mechanism

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Develop tracking mechanism to collect current student involvement in extracurricular activities and identify student focus groups for outreach efforts.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
TEA Priorities Connect high school to career and college 2) Counselors will include advising on extracurricular and co-curricular offerings as part of individual academic advising.		Asst. Supt. Academic & SI	Increase in percentage of students participating in extracurricular activities.				
TEA Priorities Connect high school to career and college 3) Counselors will provide a summary report to each extracurricular and co-curricular sponsor for student follow-up and recruitment.		Asst. Supt. Academics & SI	Increase in percentage of students participating in extracurricular activities.				
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Goal 3: Booker T. Washington Elementary will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 2: Implement Communities in Schools program to increase student engagement for At Risk students.

Evaluation Data Source(s) 2: Increased academic performance; Increased high school completion

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Communities in Schools staff will begin new Communities in Schools program aimed at increased student support and engagement thereby increasing chances for school completion for At Risk Students.	2.6	District Administrative Staff; Principal	Increased High School Completion; Increased attendance and participation in school activities.				
Funding Sources: 199 - General Fund: State Compensatory Education - 30000.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





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






Performance Objective 1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Evaluation Data Source(s) 1: Consistent school wide systems and expectations. Maximized instructional time and increased academic progress.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Identify and implement school wide systems and expectations.	2.5	Principal	Maximized learning time and increased academic progress.				
ESF Levers Lever 3: Positive School Culture 2) "Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures.		Principal	Maximized learning time and increased academic progress.				
ESF Levers Lever 3: Positive School Culture 3) Staff will consistently hold each other accountable for consistently following SWE, practices and policies		Principal	Maximized learning time and increased academic progress.				
ESF Levers Lever 3: Positive School Culture 4) Students will consistently hold each other accountable for consistently following SWE, practices and policies.		Principal	Maximized learning time and increased academic progress.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 5) Staff will consistently follow all SWE, practices and policies with fidelity."		Principal	Maximized learning time and increased academic progress.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

State Compensatory

Budget for Booker T. Washington Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$134,710.55
6129	6129 Salaries or Wages for Support Personnel	\$49,824.45
6100 Subtotal:		\$184,535.00
6200 Professional and Contracted Services		
6219	6219 Professional Services	\$30,000.00
6200 Subtotal:		\$30,000.00

Personnel for Booker T. Washington Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
J. Pedraza-Atkinson	Instructional Aide	State Compensatory Ed.	1
R. Bomer	Instructional Aide	State Compensatory Ed.	1
S. McCarty	Intervention Teacher	State Compensatory Ed.	1
s. Paiz	Intervention Teacher	State Compensatory Ed.	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

See CNA Section of Campus Plan in Plan4Learning.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

See membership and meeting documentation for the CAC (Campus Advisory Committee).

See Plan Notes and Committees.

2.2: Regular monitoring and revision

See formative and summative review of campus plan in Plan4Learning.

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

See Spanish and English plans posted on District website.

2.4: Opportunities for all children to meet State standards

See Goal I Campus CIP.

Specific Strategies in drop-down below.

2.5: Increased learning time and well-rounded education

See Goals 1 and 4 in Campus CIP.

Specific Strategies in drop-down below.

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

See Goals 1, 2, and 3 in Campus CIP.

Specific Strategies in drop-down below.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See Goal 1 Campus CIP.

Specific Strategies in drop-down below.

3.2: Offer flexible number of parent involvement meetings

See Goals 1 and 2 in Campus CIP.

Specific Strategies in drop-down box below.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Herzog	Instructional Aide	Title I	1
S. Belz	Instructional Specialist	Title I	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Professional Intervention Staff		\$70,123.30
1	7	1	Professional Intervention Staff - EL		\$64,587.25
1	7	1	Paraprofessional Intervention Staff		\$49,824.45
3	2	1	Resources for Communities in Schools staff		\$30,000.00
Sub-Total					\$214,535.00
211 - Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Parent Involvement supplies and materials		\$3,000.00
1	6	1	Instructional Specialist/s Salaries		\$86,972.82
1	7	1	Professional Intervention Staff		\$44,586.07
1	7	1	Paraprofessional Intervention Staff		\$54,493.00
Sub-Total					\$189,051.89
Grand Total					\$403,586.89