

Elgin Independent School District
Booker T. Washington Elementary School
2020-2021 Campus Improvement Plan

Vision

Elgin ISD changes lives.

Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Booker T. Washington Elementary serves 598 students in grades K-4 in the east end of Elgin ISD. Our population is largely Hispanic, economically disadvantaged, and at-risk. In the past years, the percentage of Hispanic students has increased by approximately 8% and the percentage of at-risk students has increased by approximately 4%, while the percentage of economically disadvantaged students has decreased by approximately 5%. In addition, our population of English learners has increased by 11% in the past two years.

Ethnicity	Percentage
African American	9%
Hispanic	80%
White	12%
American Indian	2%
Asian	0%
Pacific Islander	0.01%
Two or More Races	2%

Economically Disadvantaged	85%
At-Risk	86%
English Learners (ELs)	52%
Special Education	11%
Gifted and Talented	5%

Demographics Strengths

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

The Dual Language program comprises over 50% of our campus. The one-way Dual Language program consists of students whose native language is Spanish while the two-day Dual Language program combines students with different native languages in the same classrooms. Half of each school day

students learn content in Spanish and the other half of the content is learned in English in the Dual Language program, which aims at nurturing biliterate and bicultural scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Booker T. Washington did not meet targets for closing the gaps for All Students on the 2019 STAAR Reading and Math assessments **Root Cause:** During reteach and review, data needs to be disaggregated down to the student level to determine individualized approaches to meet each scholar's learning needs.

Student Achievement

Student Achievement Summary

BTW 2019 STAAR Data	Approaches	Meets	Masters
3rd Grade Math	45	16	5
3rd Grade Reading	56	25	12
4th Grade Math	54	25	9
4th Grade Reading	61	29	10
4th Grade Writing	47	16	6

Student Data - BTW STUDENT DATA FROM Targeted Improvement Plan 2020-2021

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading (UAs)	Benchmark	29		Benchmark	35		Benchmark	41		STAAR	44	
3	Math (UAs)	Benchmark	44		Benchmark	44		Benchmark	46		STAAR	46	
4	Reading (UAs)	Benchmark	27		Benchmark	34		Benchmark	41		STAAR	44	
4	Math (UAs)	Benchmark	13		Benchmark	25		Benchmark	37		STAAR	46	
4	Writing (UAs)	Benchmark	15		Benchmark	22		Benchmark	29		STAAR	32	

Student Achievement Strengths

- Reading - The percentage of students in grades 3-5 scoring at Approaches Grade level on Reading STAAR increased from 59% in 2018 to 63% in 2019.
- Math - The percentage of students in grades 3-5 scoring at Masters Grade level on Math STAAR increased from 7% in 2018 to 8% in 2019.
- Writing - The percentage of students in grade 4 scoring at Approaches Grade level on Writing STAAR increased from 42% in 2018 to 47% in 2019.
- Writing - Our EL (English learners) population outperformed the All Student Group (42% Approaches Grade Level) on Writing STAAR, scoring 52% Approaches Grade Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Need objective-driven daily lesson plans with embedded differentiation and checks for understanding. **Root Cause:** Differentiation planned for but not always implemented; Check for understanding (Formative Assessments) not always used to adjust instruction in a timely manner.

Problem Statement 2: Difficult to progress monitor and provide necessary interventions for students engaging in Remote Asynchronous Learning **Root Cause:** Students participating in Remote Asynchronous Learning are limited in their teacher interactions (Morning Meeting and Virtual Office Hours only).

School Culture and Climate

School Culture and Climate Summary

At BTW, we are working hard to change the culture to be more positive, forward-thinking, and growth-mindset-oriented. Our Campus Leadership Team has a goal of personally recognize staff members for their contributions to our campus. Coaching and supports will be provided to staff members as we work to continuously build capacity in our staff members and strengthen our campus climate and culture. We will also celebrate as a campus throughout the school year, surprising the staff with celebrations for National M&M Day, National Cookie Day, etc. Our goal this year is 100% retention of all staff members whose contracts are renewed.

School Culture and Climate Strengths

Our staff is working hard to meet the social-emotional needs of every student we serve at BTW, whether remote or in-person. Fifty percent of our intervention services focus on social-emotional supports and guidance lessons. Our staff is very collaborative and everyone goes out of their way to help their colleagues, often without being asked. Our teachers want to grow and improve their craft. Teachers reflect on their own practices when students are not successful, rather than blaming students' limited abilities or lack of effort. Staff members are quick to squelch negativity and are learning to hold one another accountable rather than accepting that others may not be doing their part. Improving a culture takes time, but the changes are being embraced and our students are reaping the benefits.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lacking a sense of community, and lacking academic/SEL supports for our Remote Learners **Root Cause:** Limited live interaction with teacher and peers when engaging in Remote Asynchronous Learning (Morning Meeting and Virtual Office Hours only)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Booker T. Washington Elementary, our staff varies in years of experience and skill level. On the campus 38% of our staff members have 11 or more years of experience. These staff members are still honing their teaching style, mastering their content and classroom management skills, learning new instructional strategies from peers and professional development, and require varying levels of coaching supports. We are lucky to have a large percentage of experienced teachers! The majority of our staff members have been in education for more than 5 years. The average years of experience at BTW is 10 years and the average length of time staff members have worked in Elgin ISD is 7 years. Teachers at BTW are committed to their campus, district, and scholars.

Staff Quality, Recruitment, and Retention Strengths

- Seven new staff members to Booker T. Washington this school year
- Only 4 new staff members (6% of teaching staff) have 0 years of experience, allowing our coaches to provide targeted support for instruction and classroom management
- 2 Instructional Specialists - provide planning and coaching support to teachers as needed
- 3 Master Teachers - provide coaching support and professional development as needed
- Principal Coaching - monthly coaching visits to enhance campus leadership
- Bilingual Counselor, Bilingual CIS Coordinator - provide counseling support to scholars as needed; support Social-Emotional learning, guidance lessons, and well-being on campus
- Academic Vertical Teams - ensure continuity of expectations across grade levels
- Campus Committees - address campus needs and develop improvement strategies
- Solid Roots - behavior support staff provides social skills instruction and crisis intervention for students with behavior challenges

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teaching staff are required to prepare instructional videos and are learning strategies for effective virtual/remote instruction as they go, toggling both remote and in-person instruction simultaneously **Root Cause:** Varying levels of technology experience, skills, and expertise necessary for planning and delivering instruction in a remote setting

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lesson plans with embedded Checks for Understanding (formative assessment) are not always used for timely adjustment of instructional practices. **Root Cause:** Novice teachers lacking the understanding of how to analyze data and make informed decisions; Experienced teachers lacking the time to adequately analyze the data and modify plans already developed

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

- Several modes of communication used in order to reach more families: Facebook, Class Dojo, Twitter, website, flyers, monthly calendar, all-calls, emails
- Parents reached out to principal with interest in joining the Campus Advisory Committee
- Collaboration with ACE program
- Community Work Days in the BTW Garden
- Communities in Schools campus coordinator
- Parent-Teacher Conference days (virtual)

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

The campus master schedule follows district-specified guidelines regarding instructional minutes allocations for all content areas with the majority of the instructional day spent on reading, writing, and mathematics. Currently the Master Schedule offers a block of time each day for Remote Learners to engage with their teacher for support (Virtual Office Hours). Grade level teams share lesson plans weekly and also meet weekly in Professional Learning Communities (PLCs) to discuss student data, progress, and interventions and to determine ways to refine practices as needed based on reflection. The Campus RtI Committee is another layer of support that monitors the reading and math progress of all students on campus and works with teachers to brainstorm strategies to work with at-risk scholars.

School Context and Organization Strengths

- Weekly Staff Meetings/Professional Development
- Week PLC meetings to review student data/progress frequently in grade level teams, reflecting on current instructional practices and forming re-teach action plans
- RTI - identifying students and determining interventions, monitoring and refining strategies.
- Weekly Students of Concern meetings to discuss students needing support in academics or behavior
- Weekly Leadership Meetings for campus leaders to evaluate instructional practices on campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Limited opportunities for teachers to engage with remote learners for intervention and other academic supports **Root Cause:** Teaching staff supporting both in-person and remote learners simultaneously

Technology

Technology Summary

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: School-issued devices being lost or broken; Whether in-person or remote, scholars use the device to access their instruction and assignments **Root Cause:** Devices are not being stored in safe places at home and/or not being cared for appropriately

Priority Problem Statements

Problem Statement 1: Lesson plans with embedded Checks for Understanding (formative assessment) are not always used for timely adjustment of instructional practices.

Root Cause 1: Novice teachers lacking the understanding of how to analyze data and make informed decisions; Experienced teachers lacking the time to adequately analyze the data and modify plans already developed

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Lacking a sense of community, and lacking academic/SEL supports for our Remote Learners

Root Cause 2: Limited live interaction with teacher and peers when engaging in Remote Asynchronous Learning (Morning Meeting and Virtual Office Hours only)

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Need objective-driven daily lesson plans with embedded differentiation and checks for understanding.

Root Cause 3: Differentiation planned for but not always implemented; Check for understanding (Formative Assessments) not always used to adjust instruction in a timely manner.

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

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
- 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
- Student failure and/or retention rates
- 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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- School safety data

Employee Data

- 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

Goals

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of Writing, Reading, and Mathematics.

Performance Objective 1: The percent of Elgin ISD students reaching "Meets Grade Level" Standard on Reading/Mathematics/Writing STAAR will increase from 21% to 37% by 2021.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, Observations, Data from Unit Assessments, STAAR data, Reading and Math screener data

Summative Evaluation: None

<p>Strategy 1: Campus leadership team will provide feedback on instructional videos</p> <p>Strategy's Expected Result/Impact: Increased STAAR Scores in 2021, Increased student levels of proficiency in reading and math as demonstrated on screeners.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; CTC</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will receive individualized supports based on needs through coaching and debrief sessions.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Scores in 2021, Increased student levels of proficiency in reading and math as demonstrated on screeners.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers in grades K-4 will provide differentiated methods of instruction, as well as targeted interventions, for Reading, Writing, and Mathematics to ensure growth of all scholars.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Scores in 2021, Increased student levels of proficiency in reading and math as demonstrated on screeners; Decreased gaps between where students are currently performing and where they should be/need to be performing (on grade level).</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Additional Instructional Specialist positions added at the campus level that provide specific content-area support for Math and Reading/Language Arts.</p> <p>Strategy's Expected Result/Impact: Increased focus on math and reading content areas, to include data monitoring and teacher support.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Ensure Instructional Specialists are provided professional development and coaching to better serve teachers and students.</p> <p>Strategy's Expected Result/Impact: Less reliance on outside consultants as a result of the expertise created within campus instructional specialists</p> <p>Staff Responsible for Monitoring: Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will receive individualized coaching supports based on the frequency required to meet their needs; Specialists, Master Teachers, and Campus Administrators will provide coaching based on observations of videos and in-person instruction.</p> <p>Strategy's Expected Result/Impact: Campuses will see increases in formative and summative Reading/Mathematics, /Writing data.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of Writing, Reading, and Mathematics.





Performance Objective 2: Elgin ISD's Board Goal for improved reading performance is for 52% of students in 3rd grade to perform at "Meets Grade Level" on the Reading STAAR assessment by 2024. Twenty-nine percent of BTW students scored at "Meets Grade Level" on Reading STAAR in 2019. In order to meet our 2024 goal of 52% meeting grade level, our incremental goals are to be at 35% in 2021, 41% in 2022, and 47% by 2023.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DRA/EDL reading levels will continue to increase and gaps will continue to close for students scoring below-level; Student performance on District Assessments will continue to improve; Student performance on STAAR will continue to improve on Grade 3 Reading and students will continue to show "expected" or "accelerated" growth from 3rd to 4th grade reading performance.

Summative Evaluation: None

<p>Strategy 1: Monitor performance of students performing at both "Approaches Grade Level" and "Meets Grade Level" for all students as well as student groups in order to provide targeted supports for students not showing adequate progress.</p> <p>Strategy's Expected Result/Impact: Increase in District Assessment performance, smaller gaps between student levels and student expected levels, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide professional development and coaching supports for teachers new to teaching or new to the grade level in order to ensure TEKS-aligned instruction and use of the best, most effective, instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in District Assessment performance, smaller gaps between student levels and student expected levels, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Reading Specialist, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of Writing, Reading, and Mathematics.





Performance Objective 3: Elgin ISD's Board Goal for improved math performance is for 47% of students in 3rd grade to perform at "Meets Grade Level" on the Math STAAR assessment by 2024. Seventeen percent of BTW students scored at "Meets Grade Level" on Math STAAR in 2019. In order to meet our 2024 goal of 47% meeting grade level, our incremental goals are to be at 24% in 2021, 32% in 2022, and 39% by 2023.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Renaissance Star Math levels will continue to increase and gaps will continue to close for students scoring below-level; Student performance on District Assessments will continue to improve; Student performance on STAAR will continue to improve on Grade 3 Math and students will continue to show "expected" or "accelerated" growth from 3rd to 4th grade reading performance.

Summative Evaluation: None

<p>Strategy 1: Monitor performance of students performing at both "Approaches Grade Level" and "Meets Grade Level" for all students as well as student groups in order to provide targeted supports for students not showing adequate progress.</p> <p>Strategy's Expected Result/Impact: Increase in District Assessment performance, smaller gaps between student levels and student expected levels, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide professional development for teachers new to teaching math or new to the grade level in order to ensure TEKS-aligned instruction and use of the best, most effective, instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in District Assessment performance, smaller gaps between student levels and student expected levels, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Math Specialist, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of Writing, Reading, and Mathematics.

Performance Objective 4: BTW will reach the targets for percentage of students scoring at "Meets Grade Level" on the STAAR Reading performance outlined in the "Closing the Gaps" accountability domain as listed below:

-44% of all students, 37% Hispanic, 60% White, 33% Economically Disadvantaged, 29% English Learners, 19% Special Education, 49% Continuously Enrolled, 42% Non-continuously Enrolled

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: DRA/EDL reading levels will continue to increase and gaps will continue to close for students scoring below-level; Student performance on District Assessments will continue to improve; Student performance on STAAR will continue to improve on Grade 3 Reading and students will continue to show "expected" or "accelerated" growth from 3rd to 4th grade reading performance.

Summative Evaluation: None

Goal 1: Booker T. Washington Elementary will increase its student achievement performance in the areas of Writing, Reading, and Mathematics.

Performance Objective 5: BTW will reach the targets for percentage of students scoring at "Meets Grade Level" on the STAAR Math performance outlined in the "Closing the Gaps" accountability domain as listed below:

46% of all students, 40% Hispanic, 59% White, 36% Economically Disadvantaged, 40% English Learners, 23% Special Education, 47% Continuously Enrolled, 45% Non-continuously Enrolled

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Renaissance Star Math levels will continue to increase and gaps will continue to close for students scoring below-level; Student performance on District Assessments will continue to improve; Student performance on STAAR will continue to improve on Grade 3 Math and students will continue to show "expected" or "accelerated" growth from 3rd to 4th grade reading performance.

Summative Evaluation: None





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

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

Targeted or ESF High Priority

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

Summative Evaluation: None





<p>Strategy 1: Superintendent conducts district-wide "listening tours" and Principal conducts campus-based listening tours each semester to ensure all staff have an opportunity to provide real time feedback to district/campus leaders. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators; Improved morale Staff Responsible for Monitoring: Superintendent TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Distribute campus surveys to elicit feedback and suggestions for improving campus climate and morale. Strategy's Expected Result/Impact: Decrease in turnover rate of teachers and administrators. Staff Responsible for Monitoring: District/Campus Leadership Teams Title I Schoolwide Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: School Quality Survey

Summative Evaluation: None

<p>Strategy 1: Campus Leadership Team will participate in a district-wide Cultural Proficiency professional development and reflection series.</p> <p>Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate.</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Academics/SI; Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Engage a small group of staff members in a book study and self-reflection to build cultural proficiency and help teachers better understand the students they serve.</p> <p>Strategy's Expected Result/Impact: Higher STAAR performance 2021</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






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.

Targeted or ESF High Priority

Evaluation Data Sources: Survey Data; Qualitative data from listening tours

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate; improved staff morale</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 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> <p>Strategy's Expected Result/Impact: Decrease in teacher and administrator turnover rate.</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Academics and SI; Principals</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Streamline duties/responsibilities of campus administrators to ensure Assistant Principals' main focus is discipline management.</p> <p>Strategy's Expected Result/Impact: Classroom disruptions will decrease, instructional time will increase, and student learning and performance will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

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

Evaluation Data Sources: District-created student tracking mechanism






Summative Evaluation: None

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 Sources: Increased academic performance; Increased high school completion

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased High School Completion; Increased attendance and participation in school activities.</p> <p>Staff Responsible for Monitoring: District Administrative Staff; Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Resources for Communities in Schools staff - 199 - General Fund: State Compensatory Education - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans.</p> <p>Strategy's Expected Result/Impact: Elgin ISD scholars will be explicitly taught hard and soft skills necessary to succeed in both academic settings and in the community and in turn scholars will demonstrate these characteristics throughout their duration in Elgin ISD schools and beyond.</p> <p>Staff Responsible for Monitoring: Campus Administrators (Principal, AP, 504/CTC)</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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.

Targeted or ESF High Priority

Evaluation Data Sources: Consistent school wide systems and expectations. Maximized instructional time and increased academic progress.

Summative Evaluation: None

Strategy 1: Identify and implement school wide systems and expectations. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Staff will consistently hold each other accountable for consistently following SWE, practices and policies Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff will consistently follow all SWE, practices and policies with fidelity. Strategy's Expected Result/Impact: Maximized learning time and increased academic progress. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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>
A. Duplant	Intervention Teacher	State Compensatory Ed.	1
VACANCY	Instruction Aide	State Compensatory Ed.	1
Y. Flores	Instructional Aide	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
S. McCarty	Instructional Specialist	Title 1	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Resources for Communities in Schools staff		\$30,000.00
Sub-Total					\$30,000.00
Grand Total					\$30,000.00

Addendums