

# El Paso Independent School District

## Burges High School

2019-2020



# Mission Statement

## BURGES HIGH SCHOOL

Burges High School will commit to the success of students by promoting accountability, responsibility, and life long learning.

## BURGES EARLY COLLEGE HIGH SCHOOL

*At Burges Early College High School, our mission is to provide advanced educational opportunities for our community in a traditional high school setting enabling students to graduate on the distinguished level of achievement plan with an Associate's Degree in four years.*

# Vision

## BURGES HIGH SCHOOL

Burges High School students will graduate to be ethical and responsible citizens who use critical thinking skills to solve real world problems. " "

## STUDENT ACTION STATEMENT

I will be self-driven to achieve my goal with a positive impact within my community.

## BURGES EARLY COLLEGE HIGH SCHOOL

*Our vision is to afford a strong educational foundation producing highly motivated students who pursue post-graduate education to become productive citizens and well-rounded leaders.*

# Value Statement

BE Pillars: Engage, Encourage, Responsible, Respect, Resilient

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Burges High School serves a multi-ethnic and demographically unique community. Stability rates are good for the school (mobility 13.3%) as it is located in a well established community with supporting middle schools of Ross and MacArthur. Military families have students who attend, which has some impact on the mobility rate (military connected 6.57%). The Regional Day School for the Deaf is a part of the total student body and is served by Burges teachers, as well as sign language interpreters (20 students). Enrollment count has continued to grow, for school year: 1521 students. Burges Early College High School has enrolled 4 cohorts of students with a student enrollment of 405. BECHS is a school within a school program that provides the local community opportunity for students to earn an associate's degree while attending high school (82% AA grad rate). During the school year, 64.63% of students were identified as economically disadvantaged; 51.68% At-Risk; 13.61% English Language Learners, 11.51% Special Education; 91.39% Hispanic; 5.0% White and 2.24% African American. There are 13.68% of Burges students are identified as gifted and talented and 70.94% are enrolled in a career technology class or sequence of CTE classes. There are 30.1% of teachers with advanced degrees. Attendance in 2017/2018 was 95.3% (end of 1st semester). Drop out rate in past year, was 1.4% with a four year graduation rate of 85.2% The ELL population had a four year graduation rate with 50%, SPED population had a graduation rate of 81.8%. The five year completion rate is 91.5% with special education students 79.3% and ELLs 82.7%.

The Burges Early College has promoted stability in enrollment through recruiting at the middle schools as a magnet program with transportation provided. Students from outside the district will be considered through the district's open enrollment process into Burges High School.

### Demographics Strengths

Burges High School has a lot to celebrate. Academically we saw an increase in all reporting category. Student Achievement went from a 78 to an 82 out of a 100. School Progress went from an 82 to a 90 out of a 100. Closing the gaps 77 to an 82 out of 100. Earning all 7 Distinctions.

1. Enrollment is trending up. Enrollment is 1521 this year. Enrollment has exceeded district projections for the last 4 years.
2. Stability rates are good for the school as it is located in a well established community with supporting middle schools of Ross and MacArthur.
3. There are 13.68% of Burges students identified as gifted and talented. There are 70.94% of Burges students enrolled in a career technology class or sequence of CTE classes.

4. The Burges Early College High School has promoted stability in enrollment through recruiting at the middle schools as a magnet program with transportation provided. Students from outside the district will be considered through the District's open enrollment process into Burges High School.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Lack of success in completion of ELL(50% grad rate) & SPED(81.8% grad rate) students in comparison to their peers(84.5%). **Root Cause:** ELL course sequence, Lack of focus on ELPS, SPED transition

# Student Academic Achievement

## Student Academic Achievement Summary

### Student Achievement- STAAR Scores

English 1: 55.34% Approaches, 4.38% Masters GL --Targets: LEP: 18.54% Approaches GL / SPED: 17.71% Approaches GL

English 2: 59.87% Approaches GL, 2.63% Masters GL --Targets: LEP: 14.67% Approaches GL / SPED: 8.96% Approaches GL

US History: 88.83% Approaches GL, 34.38% Masters GL

Algebra 1: 79.34% Approaches GL, 24.25% Masters GL

Biology: 84.04% Approaches GL, 14.61% Masters GL

Target student populations (LEP, SPED) are identified in the master schedule through separate class sections. Tutoring supports is offered before and after school with specially identified teachers in the Academic Learning Lab. ELL strategies and best practices is needed for teachers to support English Language learners. Address the needs of ELL learners by embedding language strategies into classroom lessons to provide all students the opportunity to read, write, speak and listen. Additionally, EOC tutoring is given for students who have not passed the EOC. Saturday school is offered for both tutoring and EOC intervention on a weekly basis.

Response to Intervention is given through identifying specific student achievement groups and supporting their needs with tutoring and Saturday School. A 9th grade homeroom is provided to support all 9<sup>th</sup> grade students with organizational skills and a time to complete homework and other class assignments. Additionally, a no zero policy is implemented for 9<sup>th</sup> grade students who have not completed class assignments

### Student Academic Achievement Strengths

Burges High School has a lot to celebrate. Academically we saw an increase in all reporting category. Student Achievement went from a 78 to an 82 out of a 100. School Progress went from an 82 to a 90 out of a 100. Closing the gaps 77 to an 82 out of 100. Earning all 7 Distinctions.

Burges Early College has been established to promote a culture of college readiness. Students are provided dual credit opportunities that enable them to achieve an associate's degree and a high school diploma simultaneously. Dual credit and college board approved Advanced Placement course opportunities are promoted for schoolwide enrollment.

### Burges Early College High School STAAR Scores:

English 1: 92.52% Approaches GL, 13.08% Masters GL

English 2: 99.06% Approaches GL, 9.43% Masters GL

US History: 100% Approaches GL, 56.86% Masters GL

Algebra 1: 100% Approaches GL, 56.72% Masters GL

Biology: 97.4% Approaches GL, 16.88% Masters GL

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** ELL & SPED students are not achieving with their peers (example English 1 EOC: overall 55.34% approaches, LEP: 18.54% approaches, SPED: 17.71%). **Root Cause:** Lack of student preparation and a lack of appropriate instructional strategies.

# School Processes & Programs

## School Processes & Programs Summary

The campus is continuing to undergo a re-imagining of instructional practices. The campus will be transitioning to an AB block schedule next year. The campus teachers have come together to create an Innovation Team. This team of teachers has been leading a process for clarifying our beliefs, behaviors, and goals. With this tied in to our branding campaign, Burges Excellence (BE), the BE Pillars were created. BEhaviors are, BE: Engaged, Encouraging, Respectful, Resilient. Shirts, posters, and marketing materials have been developed. The team also developed the following instructional goals for the 2017-18 school year. 1. All BHS teachers will implement 1 school spirit project per semester. 2. All BHS teachers will implement 1 PBL project per 9 weeks or 1 PBL per semester. 3. All BHS teachers will integrate a cross curricular element to a lesson during the 2017-2018 school year. 4. All BHS teachers will include a rubric per project. All BHS teachers will incorporate checkpoints & feedback (summative or formative) weekly. Burges is part of the Diamond Cohort for the district Engage2Learn training. All teachers will attend the 3-day staff development. This PD/training supports the new direction of the campus toward Project Based Learning.

The campus continues to be physically and instructionally reorganized around grade levels (teachers, administrators and counselors). Each counselor and administrator have been assigned to a specific cohort/grade level of students. This organization structure is an attempt to align support and resources to maximize student success. Leadership is being reorganized and grade level leaders are being added to further support our student's success. Core teachers have an SLC (smaller learning community) period where the grade level comes together to support students (twice per week). Knowing our students and keeping them on cohort is critical for student graduation (SEL work). Parent contact and involvement, specifically, phone contact and invitations to the SLC is a priority. Core teachers will also have a PLC period for instruction. It is critical that the contents are aligned to the TEKS through the Standards Based Curriculum and developed in teacher planning through TRS (Teks Resource System). Student performance data is disseminated by each content team during PLC's where teachers review data, discuss best practices, and incorporate interventions to address student achievement. Integrating technology into active/engaged learning environments is a campus focus, which is supported by E2L. Each student has been provided a laptop. 9<sup>th</sup> grade students/teachers have gotten Macbooks.

Burges will be focusing on 3 Instructional Practices next year: Fundamental 5, Planning, and the BE Pillars in our structure (Responsible, Respect, Resilient, Engagement, Encouragement).

Burges has a stable core group of teachers. There has been an influx of new teachers and personnel. With this in mind we will be returning back to the basics next year as we grow into the block schedule and prepare for our new building. The campus continues to struggle with finding certified, Master Degree teachers in core content areas.

Increasing Advanced Academic offering for the entire campus will happen next year. Burges has become an AP Capstone campus for last school year. There is a campus wide TSI testing plan for all students. The TSI test identifies students ready for dual credit courses. Parent/student informational nights will be held. All students need to be challenged and provided options for challenging courses. GT students receive differentiated curriculum in AP and dual credit courses to enhance the rigor of the standards based curriculum. Special education and ELL students receive accommodations for disability or language needs in the classroom. A team has been created in order to monitor the progress of LEP students. Statewide assessment selection

recommendations for LEP/ELL and Special Education students are routinely considered in LPAC or ARD meeting. Differentiated instruction should be provided for special education students in inclusion classes.

School wide discipline has improved in the school year. With a total of 494 incidents so far were reported which is a significant drop from the previous totals of 812. This drop is directly tied to the implementation of PBIS and a campus focus on intervention.

### **School Processes & Programs Strengths**

The campus is undergoing a re-imagining of instructional practices. The campus teachers have come together to create an Innovation Team. This team of teachers has been leading a process for clarifying our beliefs, behaviors, and goals. With this tied in to our branding campaign, Burges Excellence (BE), the BEhaviors were created. BEhaviors are, BE: Engaged, Encouraging, Respectful, Resilient.

The campus has been physically and instructionally reorganized around grade levels (teachers, administrators and counselors).

School Spirit is growing though the efforts of our Student Activity Manager. She promotes school spirit and student engagement.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Aligning campus instructional practices, Behaviors and structure for student success. **Root Cause:** Creating a growth mindset in us. Our community's culture has changed a EU|competition has come to education. attract students and parents-

# Perceptions

## Perceptions Summary

Burges is continuing to go through a re-visioning and a cultural shift. The campus faculty and staff have been exposed to a different model of instruction. A movie was screened about a New Tech school and we have sent groups to visit New Tech Campuses in our district. The staff was surveyed and half wanted to try this new model for instruction. They also worked out PBL (project based learning) Goals for the entire campus for 2018-19. The campus faculty, counselors, and administrations duties have been aligned into grade-level, cohort teams to support student success. Teachers were asked to move classrooms and subjects taught, administration and counselors are assigned to "cohorts." We will be focusing on "Culture First."

Burges will support the success of all of our students through the reorganization. The core teachers have been aligned to allow a PLC period and an SLC period within the school day. The 9th grade cohort will be supported additionally with 5th period homeroom and no-zeros at lunch (Mustang Roundup).

The Burges Early College continues to grow and has received a lot of community interest. Ross and Macarthur Middle schools were given first opportunity for student to enroll in BECHS. Parents of these students have remained actively involved in their students' education and are required by parent/student compact to participate in parent meetings and events.

Burges Excellence, survey results: Are (we) acting according to our pillars; Students: 40.5% SA&A, 44% neutral, Teachers: 67.6% SA&A, 26.1% neutral, Admin: 56.8% SA&A, 31% neutral.

EPISD School Climate Survey, positive responses in the areas of School Climate: I learn to respect others at my school. students 74.1%, I feel my teachers believe in me. students 66.5%, I have been bullied at school. students 19.1%, I use technology in the classroom. students 86.8%,

School Safety will need to be addressed: I feel safe at school (students 45.2%, parents 76.8%)

The Survey supported the campus desire to transform the learning environment. Students responded, I am challenged to learn in school, 67% (parents 73.4%).

The Survey supported the campus Campus focus on College and Career Readiness: I will attend college, 84.3% agreed (parents 89%).

Communication and team building will be a focus for campus personnel. Leadership will be reorganized into gradelevel leaders for the core subjects and combined department chairs for the electives. Leadership meetings will continue to be held monthly. New teachers will be supported through the gradelevel leaders and the new teacher meetings with administration.

School wide discipline improved in the 2017-18 school year. This improvement is directly tied to the implementation of PBIS and a campus focus on intervention. The PBIS team intervened in situations and held celebrations (lunches) to recognize and honor students who were making positive contributions to our classrooms.

## Perceptions Strengths

EPISD School Climate Survey, positive responses in the areas of School Climate: I learn to respect others at my school. students 74.1%, I feel my teachers believe in me. students 66.5%, I have been bullied at school. students 19.1%, I use technology in the classroom. students 86.8%,

The Survey supported the campus desire to transform the learning environment. Students responded, I am challenged to learn in school, 67% (parents 73.4%).

The Survey supported the campus Campus focus on College and Career Readiness: I will attend college, 84.3% agreed (parents 89%).

We have parent orientation for BECHS parents as well as an Advanced Academic night. During parent/teacher conferences, which are held twice a year, teachers express the importance of communicating and monitoring their students. This year our PTC will be used as a showcase/demonstration night for our PBL's. The District provides Parent University to assist parents in understanding that communication with various workshops. Military Liaison and Parent Liaison sends weekly updates to keep parents informed and show how they can get involved. Principal holds bimonthly Principal's Coffee to give suggestions on how to get involved in their child's education.

Parents are involved in the various Booster clubs for the different clubs/organizations. The community attends our monthly Principal's Breakfast. Many of the parents are mentors to the students they encounter and giving them life lessons as well as help out in anyway the student may need.

We have numerous business partnerships and also our Neighborhood Association who is active with our school. The partners we have do tremendously amount to support the school and the activities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Awareness in our community of the great achievements of our students and the growth we've had as a campus. **Root Cause:** Lack of self promotion in the social media, twitter, assign a teacher, faculty and staff informed about competition.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Active Learning:

**El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.**

### Performance Objective 1: Accountability:

Increase graduation rates by 10% with focus on at-risk, economically disadvantaged, special education and LEP subgroups to exceed the Federal accountability rate of 90%. Support post secondary readiness achievement with enrollment into a 2 or 4 year university to exceed 68%. Increased participation/ performance by 25% on the Texas Success Initiative assessment/ACT/PSAT/SAT and dual credit/AP enrollment in 2019.

**Evaluation Data Source(s) 1:** Clearing House Reports  
Accountability Summary

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Provide instructional supplies and materials for teacher classroom support of instruction. Provide funds for lost textbooks.	2.4, 2.5, 2.6	Principal Secretary	Improved academic achievement in student grades, state assessment and graduation rate.				
				<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 44300.00, 199 General Fund - 11926.00			
<b>Comprehensive Support Strategy</b> 2) Provide opportunities for educational travel to include college visits, UIL competitions academic field trips (fees and buses) for all Burges HS students including economically disadvantaged and at-risk students.		Principal; UIL sponsors; Student Activities Manager; College Readiness Coordinator	Purchase orders; number of college visits; UIL qualified students				
				<b>Funding Sources:</b> 199 General Fund - 17000.00, 211 ESEA Title I (Campus) - 30000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide materials and registration fees for the counselors, nurse and librarian to support the school environment promoting student achievement.		principal secretary	registration documentation, purchase orders				
<b>Funding Sources:</b> 199 General Fund - 4000.00							
<b>Comprehensive Support Strategy</b> 4) Provide library supplies, data bases, reading materials, and data bases to enhance student use, and furniture promote successful learning for graduation.		Principal secretary	purchase orders from procured vendors; increased use of the library by students				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 12000.00, 199 General Fund - 4000.00							
<b>Comprehensive Support Strategy</b> 5) Provide technology based instruction through the use of student lap tops to support learning focused on economically disadvantaged students	2.4, 2.6	principal asst. principal	Increased achievement in STAAR EOC and other statewide and national assessments.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 2673.00, 199 General Fund - 1000.00							
<b>Comprehensive Support Strategy</b> 6) Counselors and SLC's will Promote HB 5 endorsements of student and Career College Readiness Plan CCRP to students through ensuring student schedules align to their endorsement by counselors. Improve 4year graduation rates especially in LEP/sped subgroups.	2.4, 2.5	assist. principal, counselors	100% of students have a completed CCRP				
7) Supporting college readiness, campus will provide access & support for students to take AP exams and the ACT.		counselors, administration	Improve number of students taking exams and improve their scores.				
<b>Funding Sources:</b> 186 High School Allotment - 20000.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Goal 1: Active Learning:**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

**Performance Objective 2: Accountability:**

Increase student performance on English 1 EOC to 70% general ed, 50% sped, 50% LEP, and 10% Masters grade level. Improve at-risk student performance.

**Evaluation Data Source(s) 2:** Common assessments, EOC data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      1) Provide before or after school and Saturday school tutoring and opportunities for credit recovery. Provide focus intervention for EOC English 1 &amp; 2, Algebra1, Biology, &amp; US History tutoring for students retesting the state assessment focusing on ELL and SPED students. Fund summer bridge program to support student success.</p>		Teachers Administration Academic Learning Leader	Passing Level II and III EOC scores				
<p><b>Funding Sources:</b> 185 SCE (Campus) - 37740.25, 186 High School Allotment - 22307.00, 199 General Fund - 2074.00, 211 ESEA Title I (Campus) - 20179.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1: Active Learning:**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

**Performance Objective 3: Accountability:**

In crease student performance on Algebra1 EOC to 85% for general ed, 50% sped, 70% LEP, and 25% for Masters grade level. Improve at-risk student performance.

**Evaluation Data Source(s) 3:** Common assessments, EOC data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) Implement and align common assessments with District standards based curriculum</p>		Teachers/administration	Improved EOC STAAR/ACT/PLAN/PSAT student scores				
<p><b>Comprehensive Support Strategy</b> 2) Implement intervention strategies including EOC intervention classes, trailer courses and strategic tutoring after school/Saturdays to support mastery of the tested curriculum for core content classes focused on special education, ELL and economically disadvantaged students.</p>		Teachers/administration	Phase II level 2 mastery of STAAR EOC assessments, improved graduation rate, decreased failure rate for students.				
<p><b>Comprehensive Support Strategy</b> 3) Implementation of standards-based curriculum through the development of course syllabus and weekly lesson plans. Lesson plans will include college readiness objectives aligned to the course.</p>		administration	Improved student grades, EOC STAAR, ACT, PLAN, PSAT student scores				
<p>4) Content area PLCs will meet twice weekly to review student assessment data providing common lesson plans and common assessments to address college readiness curriculum implemented for all students</p>		Department chairs, Academic Learning Leader, administration	Improved passing rate for TSI, STAAR EOC, ACT,SAT,PSAT and improved student grades				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 5) Implement routine data-talks from common assessments and district benchmarks between core-content teachers and administration focused on improving instruction.		ALL; Administration	Data sheets; calendar;				
<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: Active Learning:**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

**Performance Objective 4: Sped-ELL-AP-GT-Dyslexia:**

Identify students and implement the following programs: ELL program, Advanced Placement/Dual Credit (GT), Special Education program, Dyslexia and Related Disorders program, Career and Technology Educational program, Fine Arts program, Health and Physical Education programs with 100% legal compliance.

**Evaluation Data Source(s) 4:** class rosters  
parent night fliers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) Comply with ADA, 504, IDEA and SHARS guidelines/timelines</p>		administration, special education staff/clerical	Compliance reports				
2) DRD students will be identified and provided services or will be exited from the program.		Administration, and Counselors	compliance reports, achievement data				
<p><b>Comprehensive Support Strategy</b> 3) Provide services for at-risk students with a graduation coach.</p>		administration	Improved graduation rate for at-risk/ economically disadvantaged students.				
<p><b>Comprehensive Support Strategy</b> 4) LPAC will meet once a month (or more) to review ELL students achievement progress making appropriate testing accommodations for STAAR EOC</p>		Administration/LPAC committee	LPAC minutes, student achievement data				
<p><b>Comprehensive Support Strategy</b> 5) Address the needs of ELL learners by embedding language strategies into classroom lessons to provide all students the opportunity to read, write speak and listen</p>		Administration, and teachers	improved individual student performance on TELPAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 6) Provide opportunities for training to campus personnel (both general and special education) on inclusion planning, differentiated instruction, cooperative learning (E2L), accommodations and modifications.		administrator for special education; special education coach	number of trainings provided to campus teachers				
<b>Comprehensive Support Strategy</b> 7) Utilize an LPAC clerk to assist with clerical support for the LPAC committee		LPAC committee; LPAC administrator	Improved access to student records to support academic needs for appropriate decision making				
<b>Comprehensive Support Strategy</b> 8) GT committee will meet regularly to monitor the progress of students in pre-AP, AP, and DC courses.	2.4	Principal Asst. Principal	increased student success				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1: Active Learning:**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

**Performance Objective 5: BECHS:**

Burges Early College High School (BECHS) will provide advanced educational opportunities, for our community, to enable students to graduate with an Associates of Arts Degree in four years.

**Evaluation Data Source(s) 5:** Enrollment numbers, Course offerings, AA completion numbers,

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement recruiting practices and enrollment supporting at-risk students that are first generation college goers, students of low socioeconomic status, African American, Hispanic.		Administration and BECHS Counselor	Number of students enrolled in early college				
2) Bus BECHS candidates to Burges High School to administer the first TSI assessment to determine college readiness to enroll in dual credit classes		Administration and Counselors	Number of students who pass TSI and are enrolled in dual credit classes				
3) Provide a graduation plan that academically supports the High School Foundations Graduation Plan with multi-disciplinary endorsement and a college associate's degree.		BECHS Counselor	Graduation Rates for High School and College Associate's degree				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Provide college textbooks for Burges Early College High School students so they can take additional courses at EPCC Valle Verde		Burges G&I	Purchase order for College Textbooks				
<b>Funding Sources:</b> 186 High School Allotment - 30000.00							
5) Provide Early College students the opportunity for students to attend college tours.		BECHS administrator, counselor	Increase college awareness and desire to attend				
6) Provide resources and materials to support the operation of BECHS.		BECHS administrator, counselor	improve campus academic scores				
<b>Funding Sources:</b> 186 High School Allotment - 7587.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Provide opportunities for BECHS teachers, administration, and counselors for professional development and travel to include substitutes. Provide opportunities for students to visit colleges.		Burges administrator, counselor	improve program effectiveness				
<b>Funding Sources:</b> 186 High School Allotment - 28131.00							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

## Goal 2: Great Community Schools:

**El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.**

**Performance Objective 1:** Culture First: BE Pillars. (Resilient, Respect, Responsibility, Encouraging, Engaged) Implement Positive Behavioral Support strategies to promote 0% tolerance for bullying promoting a safe and drug free school.

**Evaluation Data Source(s) 1:** culture survey results

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Publicize student code of conduct that Burges is a zero tolerance area for drugs and bullying.		administration, staff, police services,	reduction in discipline incidents for drugs and bullying.				
2) Safety training will be provided for all Burges High School and BECHS staff. Utilize campus security effectively through scheduled locations and being highly visible though out the campus.	2.5	Principal Asst. Principal Campus Security	training signature logs				
3) Teachers will review the student code of conduct with students emphasizing the progressive discipline plan within every classroom. Implement a Positive Behavioral Support Plan for all students on the campus	2.5, 2.6	Teachers, administration	Reduction of discipline incidents on TEAMS				
<b>Comprehensive Support Strategy</b> 4) A Culture First survey will be created to check that we are living our 5 BE Pillars (Engaged, Encouraging, Respectful, Responsible, Resilient). Achieve 80% positive response on culture survey.		Administration	increased student performance, positive learning environment				
5) Each teacher will develop a school spirit project (PBL-Pillars) as a continuation of the E2L training.	2.5, 2.6	Administration	increase positive learning environment				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 2:** Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 2:** Implement the Coordinated School Health program including district developed curricula with 100% compliance.

**Evaluation Data Source(s) 2:** health curriculum

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers with advertised opportunities to participate in community events such as runs, walks, blood drives, canned food drives etc.		administration/school liaison/student council	advertisements and sign up logs/documentation				
2) The cafeteria staff will have nutritional materials / posters which promote healthy eating habits and fitness in at least 2 locations. Staff will be encouraged to participate in district health initiatives.		administration/cafeteria manager	advertisements				
3) Provide materials for the school nurse supporting the school environment promoting student wellness		principal/school nurse	purchase orders; student wellness				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 2:** Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 3:** The campus will be completely redesigned into grade level teams (SLC) [teachers, counselors, admin, students]. The campus will be trained and implement E2L across the campus. The campus will focus on modern learning environments and integrating technology in instruction. This instructional transformation will come through profession development. It will utilize E2L coaching and Fundamental 5 practices within each classroom.

**Evaluation Data Source(s) 3:** Training sign in sheets.  
SLC logs

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) For Core teachers, SLC's will meet during the week. To be lead by the grade level leader. A schedule for ple's and sle's will be developed.	2.4, 2.5, 2.6	assistant principals	improved academics and graduation rate				
<b>Comprehensive Support Strategy</b> 2) Continue to provide E2L coaching and support for teachers. Grade level leads will provide plans for their teacher's needs. The campus will provide substitutes for teacher to take advantage of opportunities for professional development.	2.4, 2.5, 2.6	Principal Asst Principal MALL	modern learning environments				
<b>Funding Sources:</b> 199 General Fund - 9131.00, 211 ESEA Title I (Campus) - 8315.82, 186 High School Allotment - 5000.00							
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Goal 2:** Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 4:** The campus will continue to actively recruit highly motivated teachers with a growth mindset.

**Evaluation Data Source(s) 4:** Employment Records

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Continue to attract highly qualified growth minded teachers. Utilize campus funds to hire teachers/personnel to improve instructional opportunities for all students.	2.4, 2.5, 2.6	Principal Asst.Principal	Increased course offerings-lower class loads				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 92799.04, 185 SCE (Campus) - 12159.75							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 2:** Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 5:** Improve student attendance (ADA) to 95% in the 2018/2019 school year.

**Evaluation Data Source(s) 5:** monthly Alpha reports  
weekly attendance reports

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Implement and manage an attendance monitoring system that provides progressive steps for student attendance (phone message, letter, administrative meeting, truancy court)	2.4, 2.5, 2.6	Principal Asst. Principal Attendance Clerks	increase student performance				
<b>Comprehensive Support Strategy</b> 2) Maintain an accountability system for students' attendance every 3,6,9 weeks that provides communication and support with students, parents, teachers, counselor and administration.	2.4, 2.5, 2.6	Principal Asst. Principal Attendance Clerks	Increase students academic success				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

### Goal 3: Lead with Character and Ethics:

**El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.**

**Performance Objective 1:** Establish administrative processes and practices that maximize financial and facility resources creating modern positive learning environments for all students.

**Evaluation Data Source(s) 1:** structure, times sheets,

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain and repair campus equipment to support instruction in the classroom to include equipment rental and leases (costumes). Provide administrative resources for campus operation. To include administrative travel. Fund a part- time campus clerk. Provide funding for theater consultant workshop to support student development.		Head custodian, principal, secretary	purchase orders, work orders				
	<b>Funding Sources:</b> 199 General Fund - 41870.60, 211 ESEA Title I (Campus) - 1500.00						
2) Provide custodial and clerical and security overtime in order to maintain campus safety and enhance student learning environment.		administration head custodian secretary	completed custodial work schedules				
	<b>Funding Sources:</b> 199 General Fund - 13444.00						
3) Provide maintenance materials to support a safe campus environment		principal head custodian	purchase orders/work orders/ orderly and safe school facility				
	<b>Funding Sources:</b> 199 General Fund - 8500.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 4: Community Partnerships:

**El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.**

**Performance Objective 1:** Build capacity for parental involvement to increase student academic performance and post-secondary college enrollment to exceed 75%. Increase community partnerships to support academic success.

**Evaluation Data Source(s) 1:** Clearing house reports  
Monthly PEL reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hold a parent meeting to discuss the planning, development and evaluation of the school's Title I, Part A school-wide plan	3.1	Administration/parent liaison	parent meeting sign in logs				
2) Provide parent outreach classes to support parent involvement with students in instruction as well promoting community involvement	3.2	Administration/parent liaison/Military liaison	Number of parents attending classes				
<b>Comprehensive Support Strategy</b> 3) Provide parent meetings that promote advanced programs (AP/dual credit) and review GPA and rank to parents student and the community		Administration, college readiness coordinator, parent liaison, military liaison	parent/ student meeting sign in logs; increased number of student enrolled in AP/DC courses				
4) Create and provide events in support of parent education, communication and involvement for students' academic-performance and achievement		Administration; Parent liaison	Number of parents attending classes				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 4235.00							
5) Provide "breakfast with the principal" giving an opportunity for parents to discuss school-related topics.		Principal	Parent sign-in logs and agendas				
6) Distribute on-going school news and student information through the school webpage and parent "all calls."		Administration and school webmaster	Burges webpage; All Call logs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide instructional supplies and materials for teacher classroom support of instruction. Provide funds for lost textbooks.
1	1	2	Provide opportunities for educational travel to include college visits, UIL competitions academic field trips (fees and buses) for all Burges HS students including economically disadvantaged and at-risk students.
1	1	4	Provide library supplies , data bases, reading materials, and data bases to enhance student use, and furniture promote successful learning for graduation.
1	1	5	Provide technology based instruction through the use of student lap tops to support learning focused on economically disadvantaged students
1	1	6	Counselors and SLC's will Promote HB 5 endorsements of student and Career College Readiness Plan CCRP to students through ensuring student schedules align to their endorsement by counselors. Improve 4year graduation rates especially in LEP/sped subgroups.
1	2	1	Provide before or after school and Saturday school tutoring and opportunities for credit recovery. Provide focus intervention for EOC English 1 & 2, Algebra1, Biology, & US History tutoring for students retesting the state assessment focusing on ELL and SPED students. Fund summer bridge program to support student success.
1	3	1	Implement and align common assessments with District standards based curriculum
1	3	2	Implement intervention strategies including EOC intervention classes, trailer courses and strategic tutoring after school/Saturdays to support mastery of the tested curriculum for core content classes focused on special education, ELL and economically disadvantaged students.
1	3	3	Implementation of standards-based curriculum through the development of course syllabus and weekly lesson plans. Lesson plans will include college readiness objectives aligned to the course.
1	3	5	Implement routine data-talks from common assessments and district benchmarks between core-content teachers and administration focused on improving instruction.
1	4	1	Comply with ADA, 504, IDEA and SHARS guidelines/timelines
1	4	3	Provide services for at-risk students with a graduation coach.
1	4	4	LPAC will meet once a month (or more) to review ELL students achievement progress making appropriate testing accommodations for STAAR EOC

Goal	Objective	Strategy	Description
1	4	5	Address the needs of ELL learners by embedding language strategies into classroom lessons to provide all students the opportunity to read, write speak and listen
1	4	6	Provide opportunities for training to campus personnel (both general and special education) on inclusion planning, differentiated instruction, cooperative learning (E2L), accommodations and modifications.
1	4	7	Utilize an LPAC clerk to assist with clerical support for the LPAC committee
1	4	8	GT committee will meet regularly to monitor the progress of students in pre-AP, AP, and DC courses.
1	5	4	Provide college textbooks for Burges Early College High School students so they can take additional courses at EPCC Valle Verde
2	1	4	A Culture First survey will be created to check that we are living our 5 BE Pillars (Engaged, Encouraging, Respectful, Responsible, Resilient). Achieve 80% positive response on culture survey.
2	3	1	For Core teachers, SLC's will meet during the week. To be lead by the grade level leader. A schedule for plc's and slc's will be developed.
2	3	2	Continue to provide E2L coaching and support for teachers. Grade level leads will provide plans for their teacher's needs. The campus will provide substitutes for teacher to take advantage of opportunities for professional development.
2	4	1	Continue to attract highly qualified growth minded teachers. Utilize campus funds to hire teachers/personnel to improve instructional opportunities for all students.
2	5	1	Implement and manage an attendance monitoring system that provides progressive steps for student attendance (phone message, letter, administrative meeting, truancy court)
2	5	2	Maintain an accountability system for students' attendance every 3,6,9 weeks that provides communication and support with students, parents, teachers, counselor and administration.
4	1	3	Provide parent meetings that promote advanced programs (AP/dual credit) and review GPA and rank to parents student and the community

# State Compensatory

## Personnel for Burges High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Castaneda, Marcos	High School Mathematics	Burges High School	100%
Urcelay, Amanda	High School English	Burges High School	100%

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).**

Sec. 1114(b)(6)

Per TEA: The campus must provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5)

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP.

The list must identify the individuals by name and roles.

Note: Parents must be included in the development/review of the CIP.

**ACTION REQUIRED:** Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.). Reminder: The campus list must include the parents who were involved in the development of the schoolwide program.

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

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students\* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

\* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

\* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

Per TEA: The campus must provide the date(s) that the CIP was revised and/or evaluated for the school year.

**ACTION REQUIRED:** Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

Per TEA: The campus must indicate where it makes the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

## 2.4: Opportunities for all children to meet State standards

**Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform *Strategies*** that the school **will** be implementing to address school needs, including a description of how such strategies:

**i. will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where opportunities for all children are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

## 2.5: Increased learning time and well-rounded education

**2.5 ii. will** use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

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

**2.6 iii. will** address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

**ACTION REQUIRED:** To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

**Sec. 1116(a)(2) and Sec. 1116(2)(c)(2)** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements. Parents

**shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy.

Per TEA: The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

**ACTION REQUIRED:** Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

**ACTION REQUIRED:** In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning.

**3.1 Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement** – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency **shall**

Provide assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to

improve their child's achievement

Provide materials and training to help parents work with their child, such as literacy and technology training

Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners

In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand

Provide reasonable support for family engagement activities

**ACTION REQUIRED:** The campus must indicate how it addressed the six bullets listed above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

**ACTION REQUIRED:** In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning

## **3.2: Offer flexible number of parent involvement meetings**

Campus **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

Per TEA: The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (please specify "other").

**ACTION REQUIRED:** Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

**ACTION REQUIRED:** In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.2 in Plan4Learning by checking the appropriate element box in Plan4Learning.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alaniz, Jantele	High School Science	Burges High School	100%
Alvarado, Martin	High School Teacher	Burges High School	100%
Hernandez, Esther	Counselor	Burges High School	100%
Ponce, Ivy	High School El English Teacher	Burges High School	100%

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Chris Orvalle	Business Representative
Classroom Teacher	Emma Butler	Fine Arts
Classroom Teacher	Angie Moncivias	Science
Classroom Teacher	Neil Routledge	PE-CAC
Classroom Teacher	Daniel Skertchly	Social Studies
Administrator	Christopher Smith	Principal
Classroom Teacher	Lorena Cuellar	English
Classroom Teacher	Jeff Himelspach	Social Studies
Paraprofessional	Donna Allan	Registrar
Non-classroom Professional	Esther Hernandez	Counselor
Classroom Teacher	Christy Marenco	SPED
Parent	Gloria Ortiz	Parent
Parent	Patricia Garcia	Parent
Business Representative	Chris Orvalle	Business Representative
Classroom Teacher	Gabriel Valtierra	teacher
Classroom Teacher	Nancy Priego	teacher
Classroom Teacher	Jennifer Wilhite	teacher
Classroom Teacher	Daniel Quinonez	teacher
Assistant Principal	Adriana Herrera	

# Campus Funding Summary

<b>185 SCE (Campus)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	tutoring-recovery options	185.11.6117.004.30.100.004	\$37,740.25
2	4	1	SCE personnel	185.11.6119.	\$12,159.75
<b>Sub-Total</b>					\$49,900.00
<b>Budgeted Fund Source Amount</b>					\$169,000.00
<b>+/- Difference</b>					<b>\$119,100.00</b>
<b>211 ESEA Title I (Campus)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	supplies	211.11.6399.004.24.801.004	\$40,000.00
1	1	1	reading materials	211.11.6329.004.24.801.004	\$1,800.00
1	1	1	textbooks	211.11.6321.004.24.801.004	\$2,500.00
1	1	2	in city travel-misc	211.11.6499.004.24.801.004	\$30,000.00
1	1	4	data bases	211.12.6299.004.24.801.004	\$2,000.00
1	1	4	books	211.12.6329.004.24.801.004	\$10,000.00
1	1	5	technology	211.11.6395.004.24.801.004	\$2,673.00
1	2	1	summer bridge program and fringes	211.11.6117.004.24.100.004	\$20,179.00
2	3	2	subs & fringes	211.11.6112.24.801.004	\$6,315.82
2	3	2	Extra Duty and fringes	211.13.6117.004.24.100.004	\$1,800.00
2	3	2	Extra Duty and fringes	211.11.6117.004.24.100.004	\$200.00
2	4	1	Title 1 personnel & fringes	211.11.6119.	\$30,477.04
2	4	1	Counselor & fringes	211.31.6119	\$62,322.00
3	1	1		211.11.6299.004.	\$1,500.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	supplies	211.61.6399.004.24.801.004	\$1,000.00
4	1	4	Misc	211.61.6499.004.24.801.004	\$1,000.00
4	1	4	extra duty	211.61.6117.004.24.801.004	\$2,235.00
<b>Sub-Total</b>					\$216,001.86
<b>Budgeted Fund Source Amount</b>					\$477,600.00
<b>+/- Difference</b>					<b>\$261,598.14</b>
<b>Grand Total</b>					<b>\$265,901.86</b>