Ector County Independent School District

Burleson Elementary

2019-2020 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 13, 2019

Needs Assessment Overview

Burleson is a neighborhood school located at 3600 Golder Ave. and services a high Hispanic Economically Disadvantaged population of students. After 3 years straight of meeting state standards, Burleson did not meet standards this year. Teacher shortages and training have been problematic for the school, although Burleson does not have high staff turnover, we struggle to hire certified teachers. Over the past 3 years Burleson has worked to increase parental engagement/involvement activities and our VIPS chairman is very involved in the school. Burleson's technology in classrooms is out dated and many computers in classroom don't work, campus budget constraints at campus level does not allow to update technology. Although Burleson has shown growth in three years there is clearly a need to improve teaching and learning.

Burleson will use comp ed monies on part time in school tutor. Tutor will be used to pull 4th & 5th students for Reading and Math based on istation, SCA and DBA data.

Demographics

Demographics Summary

Enrollment

Year	K-5
2019	442
2018	428
2017	396

Ethnic Distribution

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2019										
2018	82.7	52.4	10.0	27.8	3.5	12.6	1.6	2.3	70.6	58.8
2017	81.1	52.4	13.4	28.1	3.0	12.6	1	2.2	75.0	59

Demographics Strengths

Burleson has seen a rise in enrollment from 396 in 2017 to 459 in 2019. Burleson has a high Hispanic sub population of 82.7% and high Economically disadvantaged population of 70.6%, with 10% white, 4% African American, 2% two or more races. Burleson had a Special education population of 13.1%, ELL population of 21%, at risk population of 50% and GT population of 5%. All students at Burleson receive a federal grant that provides 100% free lunch to all students. Burleson has only 6% of teachers with 20+ years of experience, 27% with 11-20 years and Beginning teachers were at 53.5%. The average years of experience in the district is 8.1 years, and average experience of Burleson teachers was 8.5 years. Although Burleson has a low teacher turnover rate, losing only 3 teachers last year, it has been hard to fill openings with certified teaching staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Historically, Burleson has only had the Hispanic sub pop because there has not been enough students in other groups to meet the minimum size requirements. **Root Cause**: Burleson is no longer a neighborhood school

Student Achievement

Student Achievement Summary

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2018

Reading

Year	State	Bur	H
2018	74	57	58
2017	72	52	50

Math

Year	State	Bur	H
2018	81	57	58
2017	79	52	50

State Assessment Results-Approaches
Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		58	52
2018	77	46	48
2017	73	57	57

4th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		44	45

2018	73	61	59
2017	70	56	46

5th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		55	59
2018	84	64	62
2017	82		

4th Grade STAAR Writing Approaches Grade Level

Year	State	Bur	H
2019		45	48
2018	63	46	45
2017	65	620	58

5th Grade STAAR Science Approaches Grade Level

Year	State	Bur	H
2019		43	44
2018	76	40	40
2017	74	40	43

3rd Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		53	50
2018	78	45	45
2017	78	66	62

4th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		48	49
2018	78	69	67
2017	76	64	63

5th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		60	60
2018	91	57	61
2017	87		

Percent of 3rd Graders Reading on Grade
Level at End of Year

Year	
2019	53
2018	44
2017	56

*measured by Istation

Student Success Initiative – Percent Passing on First Administration
5th Reading

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		55	59	44	33	55	20	47
2018		64	62	70	53	57	22	50
2017	72							

5th Math

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		60	60	67	50	56	50	88
2018		57	61	50	33	57	14	83
2017	81							

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		16	13	20		14	11	27
2018	43	16	15	17	50	18	0	8
2017	45	25	26	23	0	29	17	17

Grade 4 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		23	23	0	0	25	0	33
2018	46	25	26	40	0	22	10	38
2017	44	22	21	28	25	15	0	0

Grade 5 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		34	31	44	17	33	20	47
2018	54	36	34	46	57	29	6	21
2017	48							

Grade 4 Writing Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		18	19	25	0	20	0	15

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2018	39	17	15	30	17	14	20	0
2017	34	22	20	36	0	21	0	0

Grade 3 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		21	19	10		18	33	33
2018	47	19	18	40	0	20	0	33
2017	49	28	28	33	33	20	11	33

Grade 4 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		23	23	38	0	23	0	42
2018	49	27	28	36	50	27	20	33
2017	47	32	29	45	25	29	0	57

Grade 5 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		31	32	67	33	28	10	69
2018	58	21	21	25	0	18	0	42
2017	50							

Grade 5 Science Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		20	20	33	0	15	11	40
2018	41	10	12	0	0	8	0	18
2017	42	13	15	0	0	12	0	0

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019							
2018	22	6	6		7		7
2017	20	8	9		7		8

4 Writing Masters Level

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019		4	3	13	5	0	0
2018	13	0	0	0	0	0	0
2017	12	11	15	0	6	0	0

5-EOC Science Masters Level

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019		7	7	22	7	0	20
2018	23	3	3	0	0	0	0
2017	19	4	5	0	4	0	0

2019 Domain 2 Results:

ELA/Reading and Mathematics

	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	51	54	-	0	28	-	-	3	0		
Approaches Grade Level	-	26	0	-	29	17	-	-	17	3		
Meets Grade Level	0	-	-	16	-	-	-	7	15	18		
Masters Grade Level	0	-	-	0	-	-	6	-	-	22		
Total Number of Tests	0	77	54	16	29	45	6	7	35	43		
Total Points Score	0	0	54	0	14.5	45	0	3.5	35	43	195	312 63

ELA/Reading

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	27	27	-	0	16	-	-	1	0		
Approaches Grade Level	-	9	0	-	10	12	-	-	12	1		
Meets Grade Level	0	-	-	8	-	-	-	3	5	6		
Masters Grade Level	0	-	-	0	-	-	5	-	-	11		
Total Number of Tests	0	36	27	8	10	28	5	3	18	18		
Total Points Score	0	0	27	0	5	28	0	1.5	18	18	97.5	153 64

Mathematics

	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	24	27	-	0	12	-	-	2	0		
Approaches Grade Level	-	17	0	-	19	5	-	-	5	2		
Meets Grade Level	0	-	-	8	-	-	-	4	10	12		
Masters Grade Level	0	-	-	0	-	-	1	-	-	11		
Total Number of Tests	0	41	27	8	19	17	1	4	17	25		
Total Points Score	0	0	27	0	9.5	17	0	2	17	25	97.5	159
												61

Burleson 2019 Domain 3 Results:

	All Students	Hispanic	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status									
ELA/Reading Target	44%	37%	33%	29%	19%	46%	42%		
Target Met	N	N	N	Y	Y	N	N		
% at Meets GL Standard or Above	26%	25%	26%	39%	23%	25%	29%		
# at Meets GL Standard or Above	62	49	42	20	7	42	20		
Total Tests (Adjusted)	237	194	161	51	31	167	70		
Math Target	46%	40%	36%	40%	23%	47%	45%		
Target Met	N	N	N	Y	Y	N	N		
% at Meets GL Standard or Above	26%	26%	26%	47%	26%	25%	30%		
# at Meets GL Standard or Above	62	51	42	24	8	41	21		
Total Tests (Adjusted)	237	194	161	51	31	167	70		
Total Indicators								4	14
Growth Status									
ELA/Reading Target	66	65	64	64	59	66	67		

Target Met	N	Y	Y	Y		N	Y		
Academic Growth Score	64	66	64	69	64	62	69		
Growth Points	97.5	83	69	20	13.5	68	29.5		
Total Tests	153	126	107	29	21	110	43		
Math Target	71	69	68	68	61	71	70		
Target Met	N	N	N	Y		N	N		
Academic Growth Score	61	64	62	80	62	60	64		
Growth Points	97.5	84	69.5	28	13	69.5	28		
Total Tests	159	131	113	35	21	115	44		
Total Indicators								5	12
Graduation Rate Status ***									
Target	90%	90%	90%	90%	90%	n/a	n/a		
Target Met									
2017 % Graduated	-	-	-	-	-				
2018 % Graduated	-	-	-	-	-				
2018 # Graduated	-	-	-	-	-				
2018 Total in Class	-	-	-	-	-				
Total Indicators									
English Language Proficiency Status									
Target				36%					
Target Met				Y					
TELPAS Progress Rate				48%					
TELPAS Progress				44					
TELPAS Total				91					
Total Indicators								1	1
Student Success Status									
Target	47	41	38	37	23	48	45		
Target Met	N	N	N	Y	N	N	N		
STAAR Component Score	30	30	29	45	22	29	34		
% at Approaches GL Standard or Above	55%	55%	53%	78%	32%	54%	58%		
% at Meets GL Standard or Above	25%	25%	25%	41%	23%	24%	29%		
% at Masters GL Standard	11%	10%	10%	15%	10%	9%	15%		
Total Tests	633	519	435	137	82	449	184		
Total Indicators								1	10

Student Achievement Strengths

Burleson failed to meet state standards on STAAR test this year. Burleson has seen a three year upward trend with ELL students, most subject areas showing a double digit growth each year on STAAR. ELL students scored consistently higher in all areas of math with scores in the 70s & 80s while campus averages ranged from 40s to 60. In writing White students and ELL were strengths with white students scoring 63 and ELL scoring 62. In reading scores for the past three years have been inconsistent with different sub populations scoring high and lower year to year. Burleson has failed to meet standards in index I for three years, Index II A Burleson has scored 60 (2016), 60 (2017) and this year a 59. Index three scores have risen the last three years with Burleson scoring a 67 this year. 3 year Istation scores showing 3rd graders reading at grade level were 2017 56%, 2018 44% and 2019 53%. Measuring the 3rd and 4th grade cohorts meets and masters level in STAAR rose a total of 34 points last year and 14 of 17 tested areas showed growth at the approaches, meets and masters level. TELPAS scores as measured by Index III were at a 50% with 2019 target of a 42%. On TELPAS 46 students progressed at least on proficiency level and 98 students matched last years TELPAS levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Burleson failed to reach academic standards on the state assessment. **Root Cause**: Lack of teacher experience, equals lack of quality instruction in classroom.

Problem Statement 2: Historically, Burleson has only had the Hispanic sub pop because there has not been enough students in other groups to meet the minimum size requirements. **Root Cause**: Burleson is no longer a neighborhood school

Problem Statement 3: Burleson missed 5 out the possible 6 math growth indicators in Domain 3 **Root Cause**: Ineffective tier I and tier II instruction

Problem Statement 4: Burleson did not meet Hispanic, economically disadvantaged, continuously enrolled, and non-continuously enrolled achievement indicators in Domain 3. **Root Cause**: Ineffective tier I and tier II instruction

Problem Statement 5: Burleson 2a scored fell to a 59 **Root Cause**: Campus failed to implement an effective system for tracking growth so interventions could be provided

School Culture and Climate

School Culture and Climate Summary

Timestamp Teacher uses various forms of communication to inform Parents about what is happening in the classroom. Parents have the opportunity to participate in school events and in the classroom. Students have opportunities to display their academic and artistic talents. Parents are offered opportunity to be involved in student learning. Burleson respects the different cultures represented in our student population. Teacher contacts parents of students having academic or behavior problems. Teacher asks parents to listen to their child read, read aloud to their child or help with Homework. How can Burleson improve the educational experience of your child? How can Burleson improve the culture of the school? What do you like best about Burleson?
5/20/2019 7:20:50 4 All teacher use class dojo Staff
5/20/2019 8:20:51 4.2 The environment and loving teachers
5/20/2019 10:35:04 4.2 The environment and loving teachers
5/20/2019 17:02:47 5 The whole school
5/20/2019 17:02:57 5 The whole school
5/20/2019 18:04:39 3.9 Tutoring More bilingual teachers
6/6/2019 18:13:39 4.8 Con experiencias más vividas En general es buena. Me da confianza que mi hija esté en la escuela, todos son amables y dedicados, aman su trabajo,

School Culture and Climate Strengths

No staff survey, not enough employees fill it out. Only 7 parents filled out survey, most parents 6/7 gave Burleson high marks in communication, 6/7 gave high marks on parent participation in classroom, 6/7 gave high marks on students being allowed to show artistic talents, 6/7 gave high marks on parents contact for students having problems, 7/7 responded favorably to parents being asked to read at home to student or help with homework, 7/7 said parents had opportunity for students to participate in student learning, & 6/7 indicated Burleson supported students diversity.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Small percentage of parents involved in school. **Root Cause**: There is a gap in communication between school and parents. School needs to ensure we update parent phone numbers and communicating with all parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

# of Teachers			# of Employees (FTEs) / Enrollment	
Year	PreK-12		Year	Employees
2020			2020	
2019			2019	
2018	26.4		2018	37.40
2017	29.1		2017	36.70

Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019			
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

Average Years of Experience of Teachers			Average Years of Experience of Teachers with the District	
Year	Burleson		Year	Burleson
2019			2019	
2018	8.5		2018	8.1
2017	5.5		2017	5.2

Staff Quality, Recruitment, and Retention Strengths

Burleson has only 6% of teachers with 20+ years of experience, 27% with 11-20 years and Beginning teachers were at 53.5%. The average years of experience in district is 8.1 years, and average experience of Burleson teachers was 8.5 years. Although Bulreson has a low teacher turnover rate, losing only 3 teachers last year, it has been hard to fill openings with certified teaching staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Struggle to hire certified teachers. **Root Cause**: Lack of availability of certified teachers in area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2013-2017

Reading

Year	State	Bur	H	W	AA	Asian	2 or More	Special Ed
2019								
2018	74	57	58					
2017	72	52	50					

Math

Year	State	Bur	H	W	AA	Asian	2 or More
2019							
2018	81	57	58				
2017	79	52	50				

State Assessment Results-Approaches
Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		58	52	80		100	67	55	33	80
2018	77	46	48	17	100		0	44	17	50
2017	73	57	57	62	50		0	51	17	50

4th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		44	45	63	0		0	41	0	60
2018	73	61	59	70	50		100	53	20	75
2017	70	56	46	82	75			61	25	67

5th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		55	59	44	33	100	67	55	20	47
2018	84	64	62	70	53	94	77	57	22	50
2017	82									

4th Grade STAAR Writing Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		45	48	63	0		0	43	0	62
2018	63	46	45	70	17		0	43	20	57
2017	65	620	58	73	50			58	0	40

5th Grade STAAR Science Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		43	44	33	33	100	33	40	22	73
2018	76	40	40	33	33	100		37	13	64
2017	74	40	43	29	0			36	0	28

3rd Grade STAAR Math Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		53	50	50		100	67	54	33	73
2018	78	45	45	60	33		0	46	0	50

| 2017 | | 78 | 66 | 62 | 83 | 83 | | 50 | 22 | 89 |

4th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		48	49	63	0		0	45	0	74
2018	78	69	67	82	67		100	63	40	83
2017	76	64	63	64	75			62	0	86

5th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		60	60	67	50	100	67	56	50	88
2018	91	57	61	50	33	0		57	14	83
2017	87									

Percent of 3rd Graders Reading on Grade Level at End of Year
Year

201953
201844
201756

*measured by Istation

Student Success Initiative – Percent Passing on First Administration
5th Reading

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		55	59	44	33	100	67	55	20	47
2018		64	62	70	53	94	77	57	22	50
2017	72									

5th Math

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		60	60	67	50	100	67	56	50	88
2018		57	61	50	33	0		57	14	83
2017	81									

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		16	13	20		67	33	14	11	27
2018	43	16	15	17	50		0	18	0	8
2017	45	25	26	23	0		0	29	17	17

Grade 4 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		23	23	0	0		0	25	0	33
2018	46	25	26	40	0		0	22	10	38
2017	44	22	21	28	25			15	0	0

Grade 5 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		34	31	44	17	100	67	33	20	47
2018	54	36	34	46	57	56	55	29	6	21
2017	48									

Grade 4 Writing Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		18	19	25	0		0	20	0	15
2018	39	17	15	30	17			14	20	0
2017	34	22	20	36	0			21	0	0

Grade 3 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		21	19	10		67	33	18	33	33
2018	47	19	18	40	0		0	20	0	33
2017	49	28	28	33	33		0	20	11	33

Grade 4 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		23	23	38	0		0	23	0	42
2018	49	27	28	36	50		0	27	20	33
2017	47	32	29	45	25			29	0	57

Grade 5 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		31	32	67	33	100	33	28	10	69
2018	58	21	21	25	0	0		18	0	42
2017	50									

Grade 5 Science Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		20	20	33	0	100	0	15	11	40
2018	41	10	12	0	0	0		8	0	18
2017	42	13	15	0	0			12	0	0

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019										
2018	22	6	6					7		7
2017	20	8	9					7		8

4 Writing Masters Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		4	3	13	0		0	5	0	0
2018	13	0	0	0	0			0	0	0
2017	12	11	15	0				6	0	0

5-EOC Science Masters Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		7	7	22	0	0	0	7	0	20
2018	23	3	3	0	0	0		0	0	0
2017	19	4	5	0	0			4	0	0

Curriculum, Instruction, and Assessment Strengths

Burleson failed to meet state standards on STAAR test this year. Burleson has seen a three year upward trend with ELL students, most subject areas showing a double digit growth each year on STAAR. ELL students scored consistently higher in all areas of math with scores in the 70s & 80s while campus averages ranged from 40s to 60. In writing White students and ELL were strengths with white students scoring 63 and ELL scoring 62. In reading scores for the past three years have been inconsistent with different sub populations scoring high and lower year to year. Burleson has failed to meet standards in index I for three years, Index II A Burleson has scored 60 (2016), 60 (2017) and this year a 59. Index three scores have risen the last three years with Burleson scoring a 67 this year. 3 year Istation scores showing 3rd graders reading at grade level were 2017 56%, 2018 44% and 2019 53%. Measuring

the 3rd and 4th grade cohorts meets and masters level in STAAR rose a total of 34 points last year and 14 of 17 tested areas showed growth at the approaches, meets and masters level. TELPAS scores as measured by Index III were at a 50% with 2019 target of a 42%. On TELPAS 46 students progressed at least on proficiency level and 98 students matched last years TELPAS levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher training can be done quickly and with little follow up. **Root Cause**: Teachers not able to develop due to lack of follow up with training.

Parent and Community Engagement

Parent and Community Engagement Summary

Masked responses

Customer Service Survey Scores

Average Score out of 10

2018-2019

Teaching Staff Panorama Survey	Score
Overall satisfaction with the customer service experience in ECISD	Masked responses
Overall satisfaction with staff availability	Masked responses
Rate your overall trust in ECISD	Masked responses
Overall satisfaction with our communication	Masked responses
Overall satisfaction with the friendliness of our staff	Masked responses

Other Staff Panorama Survey	Score
Overall satisfaction with the customer service experience in ECISD	Masked responses
Overall satisfaction with staff availability	Masked responses
Rate your overall trust in ECISD	Masked responses
Overall satisfaction with our communication	Masked responses
Overall satisfaction with the friendliness of our staff	Masked responses

Customer Service Survey Scores

Community (ECISD Web)	Score
Overall satisfaction with the customer service experience in ECISD	Masked responses
Overall satisfaction with staff availability	Masked responses
Rate your overall trust in ECISD	Masked responses
Overall satisfaction with our communication	Masked responses
Overall satisfaction with the friendliness of our staff	Masked responses

Only 7 parents filled out survey, most parents 6/7 gave Burleson high marks in communication, 6/7 gave high marks on parent participation in classroom, 6/7 gave high marks on students being allowed to show artistic talents, 6/7 gave high marks on parents contact for students having problems, 7/7 responded favorably to parents being asked to read at home to student or help with homework, 7/7 said parents had opportunity for students to participate in student learning, & 6/7 indicated Burleson supported students diversity

Parent and Community Engagement Strengths

Only 7 parents filled out survey, most parents 6/7 gave Burleson high marks in communication, 6/7 gave high marks on parent participation in classroom, 6/7 gave high marks on students being allowed to show artistic talents, 6/7 gave high marks on parents contact for students having problems, 7/7 responded favorably to parents being asked to read at home to student or help with homework, 7/7 said parents had opportunity for students to participate in student learning, & 6/7 indicated Burleson supported students diversity. For parents, Burleson offers Family art nights (2 times a year Burleson invites students and parents to make arts at home together, then bring them to school for a show-off and awards are given), fall festival (PTA fundraiser and safe place for students to go trick-er treating), PTA (Burleson has a PTA and general meetings),

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Small percentage of parents involved in school. **Root Cause**: There is a gap in communication between school and parents. School needs to ensure we update parent phone numbers and communicating with all parents.

School Context and Organization

School Context and Organization Summary

# of Teachers		# of Employees (FTEs) / Enrollment		Payroll Costs	
Year	PreK-12	Year	Employees	Year	All Employees
2020		2020		2020	
2019		2019		2019	
2018	26.4	2018	37.40	2018	
2017	29.1	2017	36.70	2017	

Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019			
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

Average Years of Experience of Teachers		Average Years of Experience of Teachers with the District		Turnover Rate for Teachers	
Year	Burleson	Year	Burleson	Year	Burleson
2019		2019		2019	
2018	8.5	2018	8.1	2018	
2017	5.5	2017	5.2	2017	

School Context and Organization Strengths

Burleson has seen a rise in enrollment from 396 in 2017 to 459 in 2019. Burleson has a high Hispanic subpopulation of 82.7% and high Economically disadvantaged population of 70.6%, with 10% white, 4% African American, 2% two or more races. Burleson had a Special education population of 13.1%, ELL population of 21%, at-risk population of 50% and GT population of 5%. All students at Burleson receive a federal grant that provides 100% free lunch

to all students. Burleson has only 6% of teachers with 20+ years of experience, 27% with 11-20 years and Beginning teachers were at 53.5%. The average years of experience in the district is 8.1 years, and average experience of Burleson teachers was 8.5 years. Although Burleson has a low teacher turnover rate, losing only 3 teachers last year, it has been hard to fill openings with certified teaching staff.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Struggle to hire certified teachers. **Root Cause**: Lack of availability of certified teachers in area.

Problem Statement 2: Teacher training can be done quickly and with little follow up. **Root Cause**: Teachers not able to develop due to lack of follow up with training.

Problem Statement 3: Burleson's technology in classrooms is out dated and many computers in classroom don't work. **Root Cause**: Budget constraints at campus level does not allow to update technology

Technology

Technology Summary

Each Classroom:

1 Teacher computer

3 student computers

1 computer lab

1 Teacher Ipad

2 Ipad Carts

3 Computer Carts

3 student ipads

Technology Strengths

In each classroom at Burleson, we have a teacher computer, in focus projector, Elmo, and 3 student computers, in addition, each teacher receives 1 teacher iPad and 3 student iPads. Burleson has 1 computer lab, 2 Ipad carts, and 3 computer carts. Teacher use of and knowledge of technology runs from very basic to very advanced. Mrs. Soto and Mrs. Rodriguez have given teacher PD on Class Dojo and Google docs. Most of the technology at Burleson is aging, but campus budget constraints do not allow for upgrades.

Problem Statements Identifying Technology Needs

Problem Statement 1: Burleson's technology in classrooms is out dated and many computers in classroom don't work. **Root Cause**: Budget constraints at campus level does not allow to update technology

Priority Problem Statements

Problem Statement 1: Burleson failed to reach academic standards on the state assessment.

Root Cause 1: Lack of teacher experience, equals lack of quality instruction in classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Struggle to hire certified teachers.

Root Cause 2: Lack of availability of certified teachers in area.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 3: Historically, Burleson has only had the Hispanic sub pop because there has not been enough students in other groups to meet the minimum size requirements.

Root Cause 3: Burleson is no longer a neighborhood school

Problem Statement 3 Areas: Demographics - Student Achievement

Problem Statement 4: Burleson missed 5 out the possible 6 math growth indicators in Domain 3

Root Cause 4: Ineffective tier I and tier II instruction

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Burleson did not meet Hispanic, economically disadvantaged, continuously enrolled, and non-continuously enrolled achievement indicators in Domain 3.

Root Cause 5: Ineffective tier I and tier II instruction

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Burleson 2a scored fell to a 59

Root Cause 6: Campus failed to implement an effective system for tracking growth so interventions could be provided

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Small percentage of parents involved in school.

Root Cause 7: There is a gap in communication between school and parents. School needs to ensure we update parent phone numbers and communicating with all parents.

Problem Statement 7 Areas: School Culture and Climate - Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- State certified and high quality staff data
- TTESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 25% to 36% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **PBMAS** **TEA Priorities** Improve low-performing schools 1) Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialists	Data will reflect assessment data and data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Additional Targeted Support Strategy **PBMAS** **TEA Priorities** Build a foundation of reading and math 2) Burleson will highlight lesson planning resources and provide lesson plan creation training to teachers.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialists	Improved lesson plans and data driven instruction Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%				
3) Burleson will meet standards on STAAR test	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialists, Reading Coach, Part time tutor	Burleson will provide support to students via in school tutoring with a reading coach and a part time tutor. In addition two Instructional coaches and principals will work with teachers to improve teaching quality in the classroom.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 1) Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities(PLCs).	2.4, 2.5, 2.6	Persons Responsible: Teachers, Principal, Assistant Principal, Instructional Specialists	Data walls will reflect assessment data and data driven lessons/instruction. Students for all tested grades and content areas will achieve the Masters Standard on short cycle assessments, released test and STAAR test: 2019-2020 short cycle assessments 7% March 2020 released test 8% May 2020 STAAR test 10% 4th & 5th student growth will be tracked by both teacher and students after every SCA & SBA.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.
3rd Grade Reading from 58% to 68%
4th Grade Reading from 44% to 54%
5th Grade Reading from 55% to 65%
4th Grade Writing from 45% to 55%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) 1) (Foundational Language Skills) The district will develop, consistently implement, and monitor the implementation of (Pre-K - 5th grade) well-developed and explicitly taught word structures. Burleson will implement HMH (100% of purple band), guided reading, in school tutoring & a dedicated reading coach. Burleson will implement HMH writing that will be incorporated in ELA.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Coaches, Reading Coaches, Evaluation Data Source: Weekly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-5th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS	Istation letter knowledge and phonemic awareness levels will increase by: Kindergarten: 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020 2nd - 5th grade: % meets standard on unit assessments will increase by: 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
3rd Grade Math from 53% to 63%
4th Grade Math from 48% to 58%
5th Grade Math from 60% to 70%
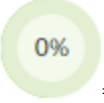
Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) The students in K-12 will increase their ability to demonstrate conceptual understanding. Burleson will utilize Instructional coach to work with teachers to improve math instruction in the classroom.	2.4, 2.5, 2.6	Campus Leadership	Improved lesson plans; Walk-through data; PLCs; unit assessments, T-TESS data; State assessments Students achieving the Meets Standard on unit assessments, released test and STAAR test: 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.
5th Science from 43% to 53%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Teachers will plan and implement standards based lessons that include authentic, real-world connections and opportunities for transfer, while providing a variety of processing opportunities.	2.4	Campus Administration, Classroom Teachers	Improved teacher performance on T-TESS. A 5% increase in percentage of students that Meets Standard on District and State Assessments. Students achieving the Meets Standard on unit assessments, released test and STAAR test: 2019-2020 unit assessments +5% March 2020 released test +5% May 2020 STAAR test +5%				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: ECISD retention rates will be 0.1% below state average in all grade levels K-5 by 2020. Burleson retention rate is 1.3%

Evaluation Data Source(s) 6: District PEIMS Retention Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Before a student is retained in grades K-5, the teacher and campus administrator will work collaboratively to complete the Light's Retention Scale. This scale will serve as another data point in the decision-making process. (Other data points will include: attendance records, student work samples, current RtI documentation, instructional services, parent communication logs, and report card grades.)	2.4, 2.6	Campus Principal	Teacher and administrator will collaboratively evaluate multiple data points to make a decision that is in the best interest of each individual student.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) At minimum, all K-5 students reading one full grade level below expectations (as measured by the December Istation assessment) will be supported with an RtI intervention plan.	2.4, 2.6	Campus administrators	Early targeted intervention will increase student learning which will minimize or eliminate the need for retention.				
TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) Burleson will send 10 students to district offered K-2 summer school. The ten students will be chosen by the campus principal based on May Istation results.	2.6	Campus Principal	K-2 summer school will be used to increase academic Providences and decrease summer regression.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: ECISD student attendance rate will increase from 95.1% to 96.2% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: Burleson attendance reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Burleson will follow matrix of roles and responsibilities for elementary staff., Burleson will have a weekly award for the class with the highest attendance, Burleson will have 9 week and EOY attendance parties.	2.4, 2.5, 2.6	Campus Administration	employees will follow specific responsibilities at each level				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all Burleson physical education classes.

    Evaluation Data Source(s) 8: FitnessGram Annual Report

    Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All Burleson Physical Education classes will meet the state required 50%moderate to vigorous physical activity in each class period as recommended by SHAC.	2.4, 2.5	PE Coach	Improved fitness assessment scores, increased physical activity and healthier students. FitnessGram Annual Report				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 1: Burleson will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

Burleson had a Domain 3 English Language Proficiency Status Score of 50%

Evaluation Data Source(s) 9: TELPAS ratings 2020

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Burleson will reinforce and monitor the consistent implementation of the Late Exit Transitional Bilingual linguistic sequence across grades K-5. The language framework sets the necessary instructional minutes in each language for the bilingual classroom. Teachers will also allocate in their schedule and teach the 45 minutes of ESL instruction in their classroom.	2.4	Teachers, Principal, Assistant Principal, Instructional Coaches, Reading Coaches	EL students will display a 5% increase in Advanced and Advanced High composite ratings as measured by the 2020 TELPAS assessment. The following data sources will be used as progress monitoring: bilingual classroom schedules, quarterly review of lesson plans (artifacts) for Pre-K through 5th grade, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-5th), monthly Professional Learning Communities, LPAC identification decision process.				
TEA Priorities Improve low-performing schools 2) The Burleson will ensure the mastery of listening, speaking, reading, writing, and thinking skills by ensuring students have access to increasingly challenging variety of sources that are read, heard, or viewed in both Spanish and English.	2.4	Teachers, Principal Assistant Principal, Instructional Coaches, Reading Coaches,	EL students will display a 5% increase in Advanced and Advanced High composite ratings as measured by the 2020 TELPAS assessment. The following data sources will be used as progress monitoring: quarterly review of lesson plans (artifacts) for Pre-K through 5th grade, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation lexile levels (K-5th), monthly Professional Learning Communities, Individual Education Plan (IEP) review each grading period, and LPAC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Burleson will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and campus goals and improve student learning.

Performance Objective 1: By May 2021, the ECISD teacher turnover rate will decrease from 11% to 06% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Instructional Support Specialist will work with teachers and campus leaders to provide job embedded training on instructional best practices. Bulreson Administrators, 2 Instructional coaches and mentors will support all 1st year teachers and long term subs, with discipline and instruction.	2.5, 2.6	Principal	5% increase in students' passing rates on STAAR exams. 2% decrease in teachers leaving Burleson.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 2: Burleson will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and campus goals and improve student learning.

Performance Objective 2: Burleson will reduce teacher vacancies from an average of 4 in 2019 to less than 2 by the start of the 2020-21 school year.

Evaluation Data Source(s) 2: TAPR Report - Retention

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Regularly recognize and reward employees who live out the characteristics espoused in Burleson's Mission. Create regular recognition vehicles for campus and department staffs.	2.5, 2.6	campus principal,	Create positive climate, increase sense of "Team" and job satisfaction leading to higher retention rates. Review annually in June/July				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 3: Burleson will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Burleson will show improvement on parental survey, especially with regards to number who fill out, up from 7 parents in 2018

    Evaluation Data Source(s) 1: EOY parent survey

    Summative Evaluation 1:
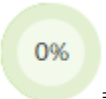
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Leverage Campus Improvement Team by ensuring proper membership and consistent meeting times to improve community engagement. Engage parents in both academic and show events. Encourage parents to join PTA and VIP.	3.1	Campus Administrators	Increasing parent and community voice in campus decision making				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 4: Burleson will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Suicide prevention education and support will be offered through School Guidance and SAS counseling services. Counselors will collaborate with ECISD police as needed. Parent/guardian notification procedures will be reviewed and updated. School counselor will be trained yearly in ECISD crisis response procedures . All campus staff will be trained yearly during campus Professional Development concerning ECISD suicide prevention response procedures. Burleson will participate in Red Ribbon Week, SEL strategies, drug prevention programs, charter education, and transition to K and Middle School.	2.4	Campus Administrators and Counselor	100% of campus students and staff will be trained in suicide prevention.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: Burleson will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

      Evaluation Data Source(s) 2: Staff sign-in, archived training documents

      Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Teacher discipline management programs will be focused to CHAMPS, PBIS. Teachers and administrators will be trained annually.	2.5, 2.6	Campus Administrators	A decrease in office referrals which will increase the amount of instructional time for students.				
TEA Priorities Recruit, support, retain teachers and principals 2) Awareness training for staff, students, and parents will be provided in the areas of identifying sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Children prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.		Principals,	Awareness training will increase the ability of staff and students to recognize and report signs of abuse. ECISD police will investigate areas of abuse and coordinate efforts with prosecuting attorneys to maximize punishment. 100% of staff will receive training. 100% of campuses will display required child abuse awareness posters.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 3) Burleson will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. The police department has modified its records management system to properly report criminal incidents of bullying and to facilitate information with administrators. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.	2.5, 2.6	Administrators	Counselor will provide bullying prevention lessons. Officers are trained in awareness, recognition and response regarding Bullying and will properly identify and report criminal incidents of bullying to the proper courts for prosecution. Office referrals, bullying, fights all will show a decline.				
4) Professional School Counselors will train all ECISD staff on Trauma-Informed Schools before the beginning of the school year. New staff will be trained as they are hired.	2.4, 2.6	Principals,	100% of all ECISD staff will receive training.				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 5: Burleson will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Burleson will utilize financial resources in a responsible and data-driven manner to support student learning

    Evaluation Data Source(s) 1: Equitable allocations and data driven budgeting

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Burleson will utilize financial resources in a responsible and data-driven manner to support student learning	2.4, 2.5	Principal	Equitable allocations and data driven budgeting				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 6: Burleson will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders. Burleson will focus on student use of technology in classroom over teacher use.

Performance Objective 1: Burleson's Campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Include Burleson on writing the CIP by August 2019.	2.4	Principal	Burleson will have a complete and aligned Campus Improvement Plan by August 2019.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 6: Burleson will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders. Burleson will focus on student use of technology in classroom over teacher use.

Performance Objective 2: Increase the use of parent portal activity from 14% to 60% by 2020.

Evaluation Data Source(s) 2: txConnect administrator reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Burleson parents will be shown the advantages and how to use parent portal.		txConnect	Move towards a more paperless environment.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).
1	2	1	Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities(PLCs).

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).
1	1	2	Burleson will highlight lesson planning resources and provide lesson plan creation training to teachers.
1	2	1	Burleson will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities(PLCs).

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tristan Specter	Principal
Administrator	Samantha Villarreal	AP
Classroom Teacher	Melisa Hernandez	K
Classroom Teacher	Robbie McGuire	1st
Classroom Teacher	Tiffany Tobar	2
Classroom Teacher	Nancy Villanueva	3
Classroom Teacher	Amee Nelson	4
Classroom Teacher	Tabitha Honeyfield	5
Classroom Teacher	Abby Shaw	Music - Special Areas
Paraprofessional	Tenia Idell	Paraprofessional