

Ector County Independent School District

Burleson Early Childhood Center

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Mission Statement

At Burleson Early Education Center, we serve every child by creating an inclusive, vibrant community where they feel valued and empowered to thrive. Through a mix of play-based exploration and direct instruction, we spark curiosity, foster independence, and instill a lifelong love of learning. Our approach supports emotional, social, physical, and cognitive growth, preparing children for kindergarten and a future full of possibilities.

Vision

Instructional Vision

"At Burleson EEC, purposeful play meets proven practice to ignite every child's academic journey."

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: Student performance from CLI Wave 1 to Wave 3 will reflect that 80% of students are 'On Track' in the Phonological Awareness domain.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI BOY and EOY data

Strategy 1 Details	Reviews			
Strategy 1: At the end of each Wave, a targeted review of students' performance on the CLI Phonological Awareness assessment will be conducted to identify specific areas of need. Strategy's Expected Result/Impact: Students will leave Prekindergarten with a strong Phonological Awareness foundation. Staff Responsible for Monitoring: Teachers, Early Education Specialist, Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the phonological awareness activities available in the CLI portal to support and enhance small group instruction. Strategy's Expected Result/Impact: Students will have access to high-quality phonological awareness activities in the small group setting. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title One School-wide - \$15,000	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Teachers will conduct informal assessments of students' letter sound knowledge at the beginning of the year and every nine weeks thereafter to track progress. Strategy's Expected Result/Impact: Teachers will have access to more up-to-date data every nine weeks, between the scheduled CLI assessment periods. Staff Responsible for Monitoring: Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. Root Cause: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily instruction.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 on the EOY CLI assessment

Indicators of Success:
Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: CLI, District PK Checkpoint

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Teachers will use the Bee-Bots and the activity floor mats to assist the students in identifying numbers and counting. Strategy's Expected Result/Impact: Students will count to 30 and beyond Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: - Title One School-wide - \$15,000	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: All teachers will send home weekly homework that includes counting strategies and activities for parents to support their children's learning at home. Strategy's Expected Result/Impact: Parents will feel confident and equipped to support their child's learning at home. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Burleson Early Education Center students demonstrate uneven growth across developmental domains, with lower gains in early writing and mathematics compared to stronger gains in early literacy skills. This indicates a need to strengthen instruction to ensure consistent growth across all Prekindergarten domains and improve overall Kindergarten readiness. Root Cause: Inconsistent mastery in early writing and mathematics is linked to limited opportunities for sustained, explicit, and repeated hands-on practice using manipulatives and multisensory strategies within daily instruction.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By the End of Year CLI assessment administration, 80% of students will be on track in the Pre-Reading Skill of Letter-Sound Correspondence.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI EOY Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will form flexible small groups using Beginning of Year and Middle of Year CLI assessment data. Strategy's Expected Result/Impact: Students will receive high-quality small group activities focused on Letter-Sound Correspondence activities. Staff Responsible for Monitoring: Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will send home weekly Homework activities that families can use to help students practice Letter-Sound Correspondence at home. Strategy's Expected Result/Impact: Parents will feel confident and equipped to support their child with pre-reading activities at home. Staff Responsible for Monitoring: Teachers Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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No Progress



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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By the End of Year CLI assessment administration, 50% of students will be on track in the Pre-Reading skill of alliteration.

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: CLI End of Year Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have access to research-based phonological awareness manipulatives and games to support instruction in rhyming skills. Strategy's Expected Result/Impact: Students will have access to a variety of hands-on learning materials. Staff Responsible for Monitoring: Administrator, Early Education Specialist Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Title One School-wide - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use call-and-response rhyming chants for transitions throughout the day. Strategy's Expected Result/Impact: Students will be exposed to rhyming patterns throughout the day. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Daily small group rhyming activities will be intentionally planned. Strategy's Expected Result/Impact: Students will have high-quality small group instruction, with a rhyming focus. Staff Responsible for Monitoring: Teachers, Early Education Specialist, Administrator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. Root Cause: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Burleson student attendance will increase from 90.4% to 92.5% by the end of the 2026-2027 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
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Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. Providing attendance incentives and positive attendance celebrations to recognize student attendance. Strategy's Expected Result/Impact: Students will feel motivated to attend school so they can fulfill their roles and contribute to the success of the School Family. Staff Responsible for Monitoring: Classroom Teacher, Guidance Apprentice, Early Education Specialist, Administrator Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1				

Strategy 2 Details		Reviews			
Strategy 2: Provide parent education and ongoing communication focused on the importance of consistent PreK attendance through attendance workshops, parent attendance conferences, registration/parent orientation, and attendance messages through Focus and Seesaw. Strategy's Expected Result/Impact: Increased parent understanding of the importance of daily attendance will lead to stronger family engagement, more proactive attendance support, and an increase in student attendance toward the campus goal of 92.5%. Staff Responsible for Monitoring: Teacher, Guidance Apprentice, Administrator, Early Education Specialist Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title One School-wide		Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By the end of the year, 80% of PreK students will demonstrate age-appropriate social skills--such as sharing, taking turns, and expressing needs appropriately--as measured by the CLI social-emotional assessment.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: CLI Social Emotional Behaviors Data (BOY and EOY)

Strategy 1 Details		Reviews			
Strategy 1: Teachers, Early Education Specialist, and administrator will create visual schedules and visual expectations posters. Strategy's Expected Result/Impact: Students' SEL will be supported through age-appropriate visuals. Staff Responsible for Monitoring: Staff Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: - Title One School-wide		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Guidance Apprentice will do weekly, developmentally appropriate, play-based guidance lessons with students. Strategy's Expected Result/Impact: Students will be engaged in developmentally appropriate guidance lessons. Staff Responsible for Monitoring: Guidance Apprentice Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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No Progress



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Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. **Root Cause:** Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: 80% of PreK families will attend at least one school event or conference per semester.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Burleson will organize events that encourage families to participate in activities alongside their children. Strategy's Expected Result/Impact: Families will actively participate in school-related events together. Staff Responsible for Monitoring: Administrator, Leadership Team Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1 Funding Sources: - Title One School-wide	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Family event invitations and flyers will be translated into families' home languages, and bilingual staff will provide translation support during events. Strategy's Expected Result/Impact: The school will ensure that all communication is clear and accessible to parents. Staff Responsible for Monitoring: Administrator, Leadership Team Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. Root Cause: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.
Family and Community Engagement
Problem Statement 1: While Burleson Early Education Center provides multiple opportunities for family and community engagement, participation levels are inconsistent, limiting the ability to fully maximize family involvement in student learning and school-wide events. Root Cause: Inconsistent family participation is influenced by competing family schedules, transportation and availability challenges, and varying levels of awareness regarding the importance and impact of active engagement in early childhood education.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 2 out of 5 Instructional Facilitators will obtain Teacher Certification.

Evaluation Data Sources: SBEC-Teacher Certification Record

Strategy 1 Details	Reviews			
Strategy 1: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy, to strengthen teaching practices. Strategy's Expected Result/Impact: Instructional Facilitators will participate in a monthly Campus Instructional Facilitator Academy designed to strengthen instructional knowledge, effective teaching practices, and classroom implementation. Staff Responsible for Monitoring: Instructional Facilitators will increase their instructional knowledge and instructional effectiveness, resulting in stronger classroom practices, greater consistency in instruction, and improved student learning outcomes. Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Instructional Facilitators will submit a monthly progress update documenting their advancement toward teacher certification. Strategy's Expected Result/Impact: Campus administrator and Early Education Specialist will monitor certification progress, identify needed supports, and ensure Instructional Facilitators remain on track toward earning teacher certification. Staff Responsible for Monitoring: Administrator, Early Education Specialist Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: While Burleson Early Education Center maintains a committed and growing staff, ongoing recruitment and retention of highly qualified early childhood educators remains a need to ensure sustained instructional consistency and long-term staffing stability. **Root Cause:** Staff turnover and recruitment challenges are influenced by a limited pipeline of certified early childhood educators and the demands of working in high-need Prekindergarten classrooms, which require extensive training, ongoing support, and sustained professional growth.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. **Root Cause:** For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, Burleson Early Education Center will increase it's average daily attendance rate from 90.4% to 92.5%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Clerk, Guidance Apprentice, Early Education Specialist, and Administrator will monitor student attendance weekly to identify attendance concerns early and communicate with families to provide support and encourage improved attendance. Strategy's Expected Result/Impact: Attendance concerns will be address promptly and early outreach after patterns of absences will increase student attendance. Staff Responsible for Monitoring: Teachers, Attendance Clerk, Guidance Apprentice, Early Education Specialist, Administrator Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: The campus will provide ongoing education and communication to families regarding the importance of regular PreK attendance through Parent Orientation, monthly family engagement events, newsletters, Seesaw, social media, and ongoing campus communication throughout the school year. Strategy's Expected Result/Impact: Families will develop a greater understanding of the importance of consistent PreK attendance and its impact on school readiness, academic achievement, and social-emotional development, resulting in increased family awareness and improved student attendance. Staff Responsible for Monitoring: Administrator, Early Education Specialist, Clerk, Guidance Apprentice, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burleson Early Education Center's average daily attendance rate is 90.4%, which is below the district goal of 95%. Root Cause: Many families do not fully understand the importance of consistent daily attendance in Prekindergarten or the significant impact that regular attendance has on children's academic, social-emotional, and developmental growth.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 school year, 90% of prekindergarten students will demonstrate age-appropriate self-regulation and positive behavior choices, as indicated by a 75% decrease in major behavioral incidents requiring administrative intervention.

Evaluation Data Sources: Administrative Log

Strategy 1 Details	Reviews			
Strategy 1: School-wide behavior expectations will be explicitly through modeling, practice, and role-play. Strategy's Expected Result/Impact: Students will develop self-regulation, emotional awareness, and problem-solving skills that promote positive behavior and reduce behavioral incidents. Staff Responsible for Monitoring: Classroom Teachers, Administrator, Early Education Specialist Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Each classroom teacher will create predictable daily schedules with visual supports and transition warnings. Strategy's Expected Result/Impact: Students will explore and recognize patterns and develop a sense of predictability. Staff Responsible for Monitoring: Administrator, Early Education Specialist Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 4: The Title I Instructional Aide will increase access and participation of students receiving special education services in the general education setting by providing the support necessary for students to participate successfully in inclusion opportunities throughout the school day.

Evaluation Data Sources: IEPs

Student logs

Strategy 1 Details	Reviews			
Strategy 1: Provide a Title I Instructional Aide to accompany and support special education students during scheduled inclusion opportunities in general education classrooms. Strategy's Expected Result/Impact: Students receiving special education services will have increased access to the general education environment and will participate in age-appropriate academic and social activities with their peers while receiving the support needed to be successful. Staff Responsible for Monitoring: Title I Instructional Aide Special Education Teacher General Education Teacher Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Title I Instructional Aide - Title One School-wide - \$25,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The Title I Instructional Aide will collaborate with special education and general education teachers to support student transitions, participation, and engagement during inclusion activities and communicate student needs and progress to the instructional team. Strategy's Expected Result/Impact: Students will experience smoother transitions, increased engagement, and greater participation in general education activities. Collaboration among staff will ensure that appropriate supports are provided consistently and that student progress and needs are addressed. Staff Responsible for Monitoring: Title I Instructional Aide Special Education Teacher General Education Teacher Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Students have limited opportunities, experiences, and access to materials that support exploration, investigation, creative play, problem-solving, and prediction-making within their daily learning environment. Root Cause: For many students, Prekindergarten represents their first formal school experience, resulting in a need for intentional, structured exposure to developmentally appropriate learning experiences that build foundational academic, social, and cognitive skills.

Board Goal 5: Culture of Excellence

Performance Objective 1: 95% percent of Burleson students will demonstrate positive engagement behaviors--such as active participation, following routines, and interacting with peers--as measured through weekly teacher and staff observations.

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
Strategy 1: Each classroom will establish clear visual boundaries to help students understand and follow daily routines. Strategy's Expected Result/Impact: Students will understand routines. Staff Responsible for Monitoring: Classroom teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Daily interactive visual schedules and routine charts will be displayed at child eye level throughout each classroom. Strategy's Expected Result/Impact: Students will be provided visual supports to follow classroom routines. Staff Responsible for Monitoring: Classroom teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Each classroom teacher will regularly rotate Independent Learning Center materials to sustain high levels of student interest and engagement. Strategy's Expected Result/Impact: Students will experience a variety of materials in each center. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 5: Culture of Excellence

Performance Objective 2: 85% of families will report feeling welcomed and valued by school staff on the annual Title I survey.

Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
Strategy 1: Staff will be positioned at entry points during arrival and dismissal to personally greet families and foster a welcoming environment. Strategy's Expected Result/Impact: Families and students will feel recognized and valued. Staff Responsible for Monitoring: Administrator, Early Education Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: All staff members will be trained in customer service excellence, including warmly greeting families, making eye contact, offering kind and clear information, and using welcoming body language. Strategy's Expected Result/Impact: Families will feel a sense of belonging and comfort within the school community." Staff Responsible for Monitoring: All school staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Enhance parent visibility and involvement by organizing family engagement events that align with instructional objectives. Ensuring we communicate to parents in both English and Spanish using translators. Strategy's Expected Result/Impact: Parent participation and engagement Staff Responsible for Monitoring: All staff members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title One School-wide		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: While Burleson has established a positive and nurturing school culture, continued emphasis is needed to ensure consistent engagement of all families and to strengthen attendance at campus-wide family learning events. Sustaining high levels of family participation is essential to fully supporting student development and reinforcing the home-school connection in early childhood education. Root Cause: Family engagement and participation are inconsistent due to varying family schedules, competing responsibilities, and differing levels of understanding regarding the impact of early childhood involvement on student academic and social-emotional success.
School Organization
Problem Statement 1: As a relatively new Prekindergarten campus, Burleson Early Education Center continues to experience limited community awareness regarding its identity, purpose, and role as a dedicated early childhood campus, which may impact enrollment understanding and stakeholder engagement. Root Cause: Consistent communication and long-term community familiarity have not yet been fully developed, resulting in varying levels of awareness among families and community members regarding the campus's Prekindergarten-only structure and offerings.