

# **Ector County Independent School District**

## **Burleson Elementary**

### **Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

**Burleson Elementary will provide quality instruction in a nurturing, fun learning environment in order that all students can reach their full potential and meet or exceed state standards.**

## Vision

**Burleson Elementary will be a successful learning environment where students will enjoy learning while we work toward excellence in student achievement. Our students will learn to be lifelong learners, appreciate diversity, and respect themselves and others.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Enrollment

<u>Year</u>	<u>K-12</u>
2020	544
2019	543
2018	428
2017	396

Burleson feeder pattern is Carver EE to Burleson to Bowie to Odessa HS

#### Ethnic Distribution

<u>Year</u>	<u>H</u>	<u>W</u>	<u>AA</u>	<u>2 or More</u>	<u>EcoDis</u>
2020	83.5	9.8	3.9	1.3	
2019	81.4	10.1	4.2	1.7	67.8
2018	82.7	10.0	3.5	1.6	70.6
2017	81.1	13.4	3.0	1	75.0

#### Special Programs

<u>Year</u>	<u>Special Ed</u>	<u>ELL</u>	<u>At-Risk</u>	<u>GT</u>
2019	14.5	22.8	45.5	3.9
2018	13.1	20.6	49.8	4.7
2017	10.1	21.5	59.3	4.8

#### 2019 ELL population

99% Hispanic

1% White

### **2019 Special Ed population**

4% African American

81% Hispanic

12% White

2% 2 or more

### **2019 GT population**

6% African American

75% Hispanic

19% White

### **Demographics Strengths**

Enrollment at Burluson has continues to go up, (2017 = 396 2020 = 544). Hispanic (81%), white (10) and economically disadvantaged (70) have remained constant, while African American is showing an increase (3.0 to 4.2%). Burluson Special education (10% to 15) & ELL (21% to 23%) continue to rise, while at risk (59% to 46%) are falling.

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

**Problem Statement 1 (Prioritized):** Special Education numbers are up 4.4% in 2 years, but GT numbers fell by 1% last year. **Root Cause:** Our biggest student population are our Hispanic students. They make up 81% of special education, and account for only 75% of GT students. This indicates a possible equity gap.

# Student Achievement

## Student Achievement Summary

2020 Projected Accountability Report Card - Spring DBA (February)

What MIGHT it look like for an Elementary School?

Enter Name of Campus                      Burleson  
 Campus Type                                  Elementary School  
 Enter % EcoDis - Fall 2017 Snapshot    79.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components	Weight	Total
Domain I - Student Achievement	18	45	IR	F			
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		50	IR	F	Best Scale Score: Domain I, Domain II-Part A	50	70%
Part A - Academic Growth	43	50	IR	F	or Domain II-Part B		35
Part B - Relative Performance	18	46	IR	F			
Domain III - Closing the Gaps	0	30	IR	F	Domain III Scale Score	30	30%
Academic Achievement (%age of Indicators Met)	0						
Academic Growth (%age of Indicators Met)	0						
EL Proficiency (%age of Indicators Met)							

2020 Projected Accountability Report Card - Spring DBA (February)

Student Success (%age of Indicators Met) 0

\* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool

<https://tea.texas.gov/2018scalingresources.aspx>

Overall Score	44
Overall Word Rating	IR
Overall Letter Grade [What If?]	F

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 Progress Academic Growth 2018 and Beyond 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
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2019	School Progress Academic Growth 2018 and beyond	53	50
2018		78	45
2017		78	66

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	201953
	201844
	201756

\*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							

Student Success Initiative – Percent Passing on First Administration

5th Math

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

Student Success Initiative – Percent Passing on First Administration

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

Student Success Initiative – Percent Passing on First Administration

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

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (1/2 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (1/2 points)	Met or Exceeded (1 point)	Progress Not Applicable (1 point)	Met or Exceeded (1 point)		
Did Not Meet Approaches Grade Level	-	51	54	-	0	28	-	-	3	0			
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

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet (0 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (1/2 points)	Met or Exceeded (1 point)	Progress Not Applicable (0 points)	Did Not Meet (1/2 points)	Met or Exceeded (1 point)	Progress Not Applicable (1 point)	Met or Exceeded (1 point)		
Did Not Meet Approaches Grade Level	-	27	27	-	0	16	-	-	1	0			
Meets Grade Level	-	9	0	-	10	12	-	-	12	1			

ELA/Reading and Mathematics

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

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	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)			
Did Not Meet Approaches Grade Level	-	24	27	-	0	12	-	-	2	0			
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
<b>Academic Achievement Status</b>									
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
<b>Growth Status</b>									
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
<b>Graduation Rate Status ***</b>									
Target	90%	90%	90%	90%	90%	n/a	n/a		
Target Met									
2017 % Graduated	-	-	-	-	-				
2018 % Graduated	-	-	-	-	-				

	All Students	Hispanic	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
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 in the 2018/2019 year. Burleson has seen a three-year upward trend with ELL students, and most subject areas showing a double-digit growth each year on STAAR. ELL students consistently scored higher in all areas of math with scores in the 70s & 80s, while campus averages ranged from 40s to 60s. In writing, white and ELL students showed strengths with white students scoring 63 and ELL scoring 62. In reading scores, the past three years have been inconsistent with different subpopulations scoring high and lower year to year. Burleson has failed to meet standards in index I for three years. For 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 show 3rd graders reading at grade level were 56% in 2017, 44% in 2018, and 53% in



2019. 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 a 2019 target of 42%. On TELPAS, 46 students progressed at least one proficiency level and 98 students matched last year's TELPAS levels. The February DBA indicated that Burleson would have a letter grade of F. Domain I showed a scale score of 45, Domain II showed a scale score of 50, and Domain III showed a scale score of 30. The 2020 DBA compared to the 2019 DBA was an improvement and given earlier in the year.

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

**Problem Statement 1 (Prioritized):** Burleson failed to reach academic standards on the state assessment. **Root Cause:** Lack of teacher experience leads to a lack of quality instruction in classroom.

**Problem Statement 2:** Burleson's overall TEA report card grade was a 59 F. In domain I we had a 56 F, Domain II we had a 59 F and Closing the gaps we had a 67 D. Burleson will need to improve in all domains to reach our goal this year of a C rating. **Root Cause:** Lack of teacher experience leads to a lack of quality instruction in classroom. Edit Associated Areas

# School Culture and Climate

## School Culture and Climate Summary

### Staff Survey

#### Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

68%

#### Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

65%

#### School Climate

Perceptions of the overall social and learning climate of the school.

73%

#### School Leadership

Perceptions of school leadership's effectiveness.

89%

### Student Survey

#### School Belonging

How many students feel that they are valued members of the school community.

63%

#### School Climate

Perceptions of the overall social and learning climate of the school.

53%

#### School Engagement

How attentive and invested students are in school.

60%

School Rigorous Expectations

How many students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

62%

School Safety

Perceptions of student physical and psychological safety at school.

43%

School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school.

69%

**Family Survey**

Family Engagement

The degree to which families become involved and interact with their child's school.

31%

School Climate

Perceptions of the overall social and learning climate of the school.

61%

School Safety

Perceptions of student physical and psychological safety at school.

66%

Attendance Rates

Year	Bur	H	W	AA	EcoDis	Special Ed	ELL
2020	94.7						

2019	93.9						
2018	95.1	95.2	94.1	95	94.9	94.3	96
2017	95.8	95.6	95.0	94.9	95.3	95.3	96.3

**Discipline referral break down by sub pop**

Asian = 1%  
African American = 18%

Hispanic = 52%

White = 26%

2 or more races = 2%

**Discipline referral break down by grade level**

1st = 1

2nd = 23

3rd = 9

4th = 43

5th = 14

Total = 90

## **School Culture and Climate Strengths**

Results from the staff survey show that School leadership scored high with an 89% favorable response. Attendance went up from 93.9 to 94.7. Discipline referrals also fell from the previous year.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Surveys show that 38% of students don't feel like they are being engaged and challenged at school. **Root Cause:** Limited teacher experience and training. 58.8 % of Burleson teachers are novice teachers.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### # of Teachers

Year	PreK-12
2019	32.8
2018	26.4
2017	29.1

### # of Employees (FTEs) / Enrollment

Year	Employees
2019	49.7
2018	37.40
2017	36.70

### Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019	58.8	30	11.2
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

### Average Years of Experience of Teachers

Year	Burleson
2019	10.4
2018	8.5

### Average Years of Experience of Teachers

2017 5.5

### Average Years of Experience of Teachers with the District

Year	Burleson
2019	9.2
2018	8.1
2017	5.2

### Turnover Rate for Teachers

Year	Burleson
2019	10
2018	10

Burleson has had to hire long term subs because we did not have enough teachers. This year Burleson is fully staffed except for 1 special education teacher.

### Staff Quality, Recruitment, and Retention Strengths

Burleson has 11% of teachers with 20+ years of experience, 30% with 11-20 years, and beginning teachers were at 59%. The average years of experience in the district are 9.2 years, and the average experience of Burleson teachers was 10.4 years. Burleson has a low teacher turnover rate- losing only 3 teachers last year. The trend has been that Burleson is keeping its teachers and teaching experience is growing. This year Burleson only has 1 teacher opening for a special education teacher, all other positions have been filled with a certified teacher.

## **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** 58.8% of Burleson's teaching staff is made up of novice educators. **Root Cause:** Lack of availability of certified teachers in area.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

2020 Projected Accountability Report Card - Spring DBA (February)

What MIGHT it look like for an Elementary School?

Enter Name of Campus                      Burleson  
 Campus Type                                Elementary School  
 Enter % EcoDis - Fall 2017 Snapshot    79.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components	Weight	Total
Domain I - Student Achievement	18	45	IR	F			
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		50	IR	F	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	50	70%
Part A - Academic Growth	43	50	IR	F			
Part B - Relative Performance	18	46	IR	F			
Domain III - Closing the Gaps	0	30	IR	F	Domain III Scale Score	30	30%
Academic Achievement (%age of Indicators Met)	0						
Academic Growth (%age of Indicators Met)	0						
EL Proficiency (%age of Indicators Met)							
Student Success (%age of Indicators Met)	0						

2020 Projected Accountability Report Card - Spring DBA (February)

\* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool

<https://tea.texas.gov/2018scalingresources.aspx>

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

Reading

Year	State	Bur	H
2019			
2018	74	57	58
2017	72	52	50

Math

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

Overall Score	44
Overall Word Rating	IR
Overall Letter Grade [What If?]	F

#### 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

3011801 Progress Academic Growth 2018 and Beyond 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	Asian	2 or MoreEcoDis	Special Ed	ELL
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2019		55	59	44	33	100	67	55	20	47
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2018		64	62	70	53	94	77	57	22	50
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2017 72

5th Math

Student Success Initiative – Percent Passing on First Administration

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

Student Success Initiative – Percent Passing on First Administration

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 MoreEcoDis	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 MoreEcoDis	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 MoreEcoDis	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 MoreEcoDis	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

Burleson followed the ECISD curriculum and hired 1 1/2 in school tutors. Last year when school was done virtually due to COVID-19 tutoring was stopped. After the Relay curriculum audit, it was found that the teacher supplemental curriculum did not meet the level of rigor for the STAAR test.

### Curriculum, Instruction, and Assessment Strengths

To improve instruction Burleson, ILT has attended RELAY training. Burleson has implemented DDI in PLCs that include: teacher taking the exemplar,

making a know show chart on priority SEs, breaking down data, looking at student-facing work revisiting the know show chart and scripting lessons. Burleson also started the observation feedback process where each member of ILT coached 5 teachers a week. This year we are working with Big Rocks to continue these processes and refine our system to make it better. The year started with Big Rocks strong start playbook and the teacher management hierarchy.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** RELAY curriculum audit found that the supplemental materials being used in the classroom was not aligned with the rigor of STAAR **Root Cause:** Teachers are not trained to pick out supplement materials at the appropriate level of STAAR.



# Parent and Community Engagement

## Parent and Community Engagement Summary

### Family Survey

#### Family Engagement

The degree to which families become involved and interact with their child's school.

31%

#### School Climate

Perceptions of the overall social and learning climate of the school.

61%

#### School Safety

Perceptions of student physical and psychological safety at school.

66%

Burleson has 1 in school-approved VIP for the year and 1 virtual VIP so far for 2020.

Burleson has 159 Facebook followers, 759 parents on class dojo & 143 followers on Twitter.

All Burleson parents have access to the Parent Portal in 2020.

The most effective form of communication to parents has been Class Dojo as we reach 759 each time, we will also use parent portal phone calls.

### Parent and Family Engagement Policy

*The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understood (ESSA Section 1116 (b)(1)).*

Family involvement is communicating and engaging with your child, their teacher, and/or the school to support learning and ensure success. Parents, family members, and other caregivers can be involved in a student's education in many ways.

### **What can you do at home?**

- Talk with your child about classroom activities, assignments, projects, and assessments, be involved in your child's learning.
- Talk with your child about the importance of learning and accomplishing school-related tasks.
- Talk with your child about college and careers.
- Help your child organize homework, plan their calendar, and motivate them to learn.
- Read notes, announcements, and newsletters from the school including recorded phone calls home.
- Send notes, emails or call the school to communicate with teachers and other school staff.
- Complete surveys to share your ideas about supporting your child's learning and growth.
- Complete surveys to share your ideas about parent involvement,
- Ask for and read a copy of your district's parent involvement policy.
- Obtain and utilize Parent Portal on any mobile device.
- Use school Facebook for additional school information.
- Read messages posted on See Saw.

### **What you can do in the classroom?**

- Talk with your child's teacher.
- Help with learning activities.
- Volunteer for special assignments (field trips, projects, campus events and meetings)

### **What you can do at the school?**

- Attend Back to School Night, Parent Orientation
- Sign up for Parent Portal and Class Dojo
- Talk with the principal/assistant principal/counselor about your student.
- Talk with the principal about parent involvement opportunities at the school.
- Attend parent education and informational events.
- Attend advisory committee meetings.
- Be active in volunteer opportunities at the campus.
- Help write and review the parent involvement plans.

### **What you can do at the District Level?**

- Attend training on the curriculum and school budget.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.

- Help write and review the parent involvement policy and plans.
- Help plan, design, and provide training for principals and teachers.
- Link the district with other community organizations you know.
- Vote on board elections.
- Attend board meetings.

### **Parent and Community Engagement Strengths**

Burleson parents gave a positive response of 61% and 66% to school climate and school safety respectively. Burleson does have a VIP program with a few VIPs that are very committed to helping the school and VIP almost every day. Burleson offers several parental engagement events each year, this includes pastries with parents, 2 family math and reading nights, various award ceremonies, meet the teacher, Mr. Gatties family night, talent show, field day, PTA programs, grade-level student performances and family show off nights.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** 69% of parents gave a negative response to family engagement. **Root Cause:** Parents have a hard time getting to school for family engagement activities.

# School Context and Organization

## School Context and Organization Summary

### # of Teachers

Year	PreK-12
2019	32.8
2018	26.4
2017	29.1

### # of Employees (FTEs) / Enrollment

Year	Employees
2019	49.7
2018	37.40
2017	36.70

### Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019	58.8	30	11.2
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

### Average Years of Experience of Teachers

Year	Burleson
2019	10.4
2018	8.5
2017	5.5

### Average Years of Experience of Teachers with the District

Year	Burleson
2019	9.2
2018	8.1
2017	5.2

### Turnover Rate for Teachers

Year	Burleson
2019	10
2018	10

### Enrollment

Year	K-12
2020	544
2019	543
2018	428
2017	396

### Ethnic Distribution

Year	H	W	AA	2 or More	EcoDis
2019	81.4	10.1	4.2	1.7	67.8

### **Ethnic Distribution**

2018	82.7	10.0	3.5	1.6	70.6
2017	81.1	13.4	3.0	1	75.0

### **Special Programs**

<b>Year</b>	<b>Special Ed</b>	<b>ELL</b>	<b>At-Risk</b>	<b>GT</b>
2019	14.5	22.8	45.5	3.9
2018	13.1	20.6	49.8	4.7
2017	10.1	21.5	59.3	4.8

CIT is the decision-making committee for Burleson.

ILT includes the principal, AP and two Instructional coaches.

After school programs include a monthly sports program and sign language class.

This year Burleson started the year with 97 in-class students, while 338 are working virtually.

-

### **School Context and Organization Strengths**

Burleson allots the following monthly minute to each subject: 100 art, 220 music, 880 PE, 400 health, 3100 ELA, 1300 math, 900 science and 900 social studies. Burleson is fully staffed except for 1 special education teacher. Due to COVID-19 Burleson is starting the year with 97 students on campus but we do expect more students to come in person as the year goes on. In 4 years the enrollment of Burleson has grown from 396 to 544.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Burleson spends more minutes a month on ELA , but ELA student outcomes are below math. **Root Cause:** More training in the science of reading is needed

# Technology

## Technology Summary

This year all students K - 2 will receive an iPad and 3 - 5 will receive a Chromebook. Teachers have the opportunity to get a laptop. Each classroom has a smartboard, infocus, and Elmo. This year at Burleson every teacher will use Class Dojo to communicate with parents, use Google classroom for face to face live instruction, and K - 2 will use seesaw for turning in student work. Technology will be a focus for PD this year as we have to be ready to move virtual at any moment. Burleson will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all. Burleson has 761 iPads and Chromebooks, so far this year 437 have been checked out for students' use (52.17%).

## Technology Strengths

Burleson has a Google Classroom for teachers that are populated with technology training that teachers may engage in at their own pace. 100% of Burleson teachers are working on the Teacher lap top proficiency program so that they can acquire a desk laptop. Burleson has enough devices that 100% of students can have their own device (iPad or Chromebook) to use for in-school learning or as a virtual learner.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed. **Root Cause:** Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.

# Priority Problem Statements

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

**Root Cause 1:** Lack of teacher experience leads to a lack of quality instruction in classroom.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Special Education numbers are up 4.4% in 2 years, but GT numbers fell by 1% last year.

**Root Cause 2:** Our biggest student population are our Hispanic students. They make up 81% of special education, and account for only 75% of GT students. This indicates a possible equity gap.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Surveys show that 38% of students don't feel like they are being engaged and challenged at school.

**Root Cause 3:** Limited teacher experience and training. 58.8 % of Burleson teachers are novice teachers.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** 58.8% of Burleson's teaching staff is made up of novice educators.

**Root Cause 4:** Lack of availability of certified teachers in area.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** RELAY curriculum audit found that the supplemental materials being used in the classroom was not aligned with the rigor of STAAR

**Root Cause 5:** Teachers are not trained to pick out supplement materials at the appropriate level of STAAR.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment



**Problem Statement 6:** 69% of parents gave a negative response to family engagement.

**Root Cause 6:** Parents have a hard time getting to school for family engagement activities.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Burleson spends more minutes a month on ELA , but ELA student outcomes are below math.

**Root Cause 7:** More training in the science of reading is needed

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed.

**Root Cause 8:** Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.

**Problem Statement 8 Areas:** Technology

# Goals

**Goal 1:** Goal 1: Foundational Excellence: Burleson will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Performance Objective 1: Annual student attendance will increase from 94.7 in 2020 to 95.2 in 2021.

**Evaluation Data Sources:** Student attendance for 2020/2021 school year


**Summative Evaluation:** None

**Strategy 1:** Burleson will follow the 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.

<b>Strategy's Expected Result/Impact:</b> Burleson attendance will improve to 95.2%	<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, teachers	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Student prizes, trophies to pass out to classes with highest attendance, attendance party. Title One School-wide \$150	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 2:** Performance Objective 2: Provide differentiated processes for priority classrooms/students.

**Evaluation Data Sources:** Lesson Plans, Walkthroughs





**Summative Evaluation:** None

<b>Strategy 1:</b> Plan and implement effective transitions for K, 2nd, and 5th grade to maintain academic learning and support the social-emotional learning of students.	
<b>Strategy's Expected Result/Impact:</b> The expected result is effective transitions for student to improve student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** Performance Objective 3: Burleson will embed technology for anytime, anywhere teaching and learning.

**Evaluation Data Sources:** Lesson Plans, Walkthroughs, Blended Learning





**Summative Evaluation:** None

<b>Strategy 1:</b> Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology	
<b>Strategy's Expected Result/Impact:</b> Increased confidence in Burleson data resources.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators & Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Technology 1	<b>May</b>
<b>Funding Sources:</b> Google classroom, seesaw and class dojo Local \$0 Big Rocks & relay training Title One School-wide \$0	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Technology</b>	
<b>Problem Statement 1:</b> 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed. <b>Root Cause:</b> Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.	

**Performance Objective 4:** Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

**Evaluation Data Sources:** Discipline Referral Numbers in itccs

**Summative Evaluation:** None

<b>Strategy 1:</b> Staff will engage in professional learning about SEL research and practice.		
<b>Strategy's Expected Result/Impact:</b> Burleson staff will understand the impact of SEL and will be critical partners understanding the importance of implementing social- emotional-cultural learning so that discipline referral numbers will drop.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor & Principals		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools		<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Summative</b>
<b>Problem Statements:</b> None		<b>May</b>
<b>Funding Sources:</b> SEL training and darkness to light training Local		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 5:** Performance Objective 5: Burleson will provide a safe and supportive learning environment.

**Evaluation Data Sources:** Staff, Student & Family surveys

**Summative Evaluation:** None

<b>Strategy 1:</b> Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child 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.	
<b>Strategy's Expected Result/Impact:</b> Increased ability of staff and students to recognize and report signs of abuse.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, Teachers & Principals	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Darkness to light training & SEL training by counselor. Local	
<b>Strategy 2:</b> All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.	
<b>Strategy's Expected Result/Impact:</b> 100% of Burleson staff will be trained in suicide prevention response procedures.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor and Principal	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

<b>Strategy's Expected Result/Impact:</b> Monthly Burleson counselor reports will indicate growth in the guidance curriculum implementation.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Counselor & Principal	
<b>Title I Schoolwide Elements:</b> 2.6 <span style="float: right;"><b>Problem Statements:</b> None</span>	
<b>TEA Priorities:</b> None <span style="float: right;"><b>Funding Sources:</b></span>	
<b>ESF Levers:</b> Lever 3: Positive School Culture <span style="float: right;">None</span>	

**Strategy 4:** Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

<b>Strategy's Expected Result/Impact:</b> Office referrals will decrease from 90 to 60 which will increase the amount of instructional time for students.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Teachers & Principals	
<b>Title I Schoolwide Elements:</b> 2.5, 2.6 <span style="float: right;"><b>Problem Statements:</b> None</span>	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <span style="float: right;"><b>Funding Sources:</b></span>	
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <span style="float: right;">None</span>	

**Strategy 5:** Burleson will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

<b>Strategy's Expected Result/Impact:</b> Burleson staff is trained in awareness, recognition and response regarding Bullying and will properly identify and report to principal.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Burleson Staff & Principals	
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 6:** Burleson's systems and structures will be developed to monitor/improve disaggregated discipline data regularly to identify inequities.

<b>Strategy's Expected Result/Impact:</b> Data driven trend will show actions the needed to lead to a decrease in office referrals to which will increase the amount of instructional time for students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CHAMPS/PBIS committee & Principals	
<b>Title I Schoolwide Elements:</b> 2.6	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 7:** Burleson will have coordinated health strategies that include data on student fitness, academics, attendance, & eco dis pops.

<b>Strategy's Expected Result/Impact:</b> Students will perform better if they are healthy.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PE coach, Principals, Counselor	
<b>Title I Schoolwide Elements:</b> 2.4	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>




**Strategy 8:** Parental & Family Engagement Activities will be offered at Burleson. These include: family math/reading nights, awards ceremonies, pastry with parents, Mr. Gattie's night, family art show offs, ect...

<b>Strategy's Expected Result/Impact:</b> Partnering with parents will increase student outcomes.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals, PTA, librarian, teachers, ICs	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Title One School-wide \$500	

**Strategy 9:** Burleson will follow ECISD guidelines for serving Migrant, GT and ELL students and supporting college and career readiness.





<b>Strategy's Expected Result/Impact:</b> By supporting migrant, GT and ELL students we are getting them prepared for adulthood and their academics will improve.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, teachers, counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Targeted Support Strategy</b>	<b>May</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6:** Burleson will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

**Evaluation Data Sources:** NA

**Summative Evaluation:** None

<b>Strategy 1:</b> Burleson will ensure long range preventive maintenance practices are in place.		
<b>Strategy's Expected Result/Impact:</b> Proper preventive maintenance measures will increase equipment life and save on energy costs associated with running equipment.		<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Principal & Head Custodian		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	cleaning supplies, maintenance items Local	<b>Summative</b> <b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 7:** Burleson will implement a strategic staff development plan that focuses on Big rocks, Relay and Technology training for administrators and staff.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student achievement data

**Summative Evaluation:** None

**Strategy 1:** Burleson administrators will be trained on Big Rocks and Relay and to provide job-embedded coaching for teachers. Burleson will also offer individual teacher technology training on google classroom and via ECISD techy tribe.

**Strategy's Expected Result/Impact:** Administrators, teachers will improve with focused training, this will improve student achievement and teacher retention.

**Staff Responsible for Monitoring:** ILT

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 2: Effective, Well-Supported Teachers

Big Rocks and Relay training, Google Classroom, techy tribe Local

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Goal 2: Invest in Talent: Burleson will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** Performance Objective 1: Burleson teacher retention rate will increase from 90% in 2020 to 91% in 2021.

**Evaluation Data Sources:** Teacher retention rate at end of school year.

**Summative Evaluation:** None

**Strategy 1:** Burleson will get training from Big rocks & Relay. Burleson will maintain a google classroom that provides teachers with personalized professional learning.

**Strategy's Expected Result/Impact:** Increase staff retention; improve employee effectiveness; develop career pathways.

**Staff Responsible for Monitoring:** Principals

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Big Rocks & Relay Training, Burleson Google classroom Donated Funds

**Formative**

**Oct**


**Jan**


**Mar**


**Summative**

**May**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 2:** In 2020-21, Burleson will offer a job-embedded, personalized professional learning system for teachers.

**Evaluation Data Sources:** Coaching logs, student achievement growth

**Summative Evaluation:** None





<b>Strategy 1:</b> Burleson campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. Relay and Big rocks will support the effectiveness of implementation.	
<b>Strategy's Expected Result/Impact:</b> Through walkthroughs and observation feedback meetings Burleson Teachers will show accelerated growth in learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principals & ICs	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Big Rocks training & Relay Training, Burleson google classroom. Donated Funds	
<b>Strategy 2:</b> Strategy: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.	
<b>Strategy's Expected Result/Impact:</b> Flexibility in staffing will lead to improved student outcomes.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 3:** Burleson will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burleson will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** EOY MAP assessment





**Summative Evaluation:** None

<b>Strategy 1:</b> Burleson will follow district curriculum and literacy blocks to ensure student success.		
<b>Strategy's Expected Result/Impact:</b> 4% increase in BOY to EOY MAP increase of students on grade level		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ICs, Teachers & Principals		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum	District curriculum Title One School-wide	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** 3rd grade reading "Meets" percentages will increase from 16% (2019 STAAR) to 26% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR results





**Summative Evaluation:** None

<b>Strategy 1:</b> Burleson will follow district curriculum and literacy blocks to ensure student success.		
<b>Strategy's Expected Result/Impact:</b> Burleson 3rd Meets scores will rise to 26%	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> ICs, Teachers & Principals		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Funding Sources:</b> district curriculum Title One School-wide
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** 3rd grade math "Meets" percentages will increase from 21% (2019 STAAR) to 31% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR results

**Summative Evaluation:** None





<b>Strategy 1:</b> Burleson will follow district curriculum and Number Talks to ensure student success.		
<b>Strategy's Expected Result/Impact:</b> Burleson 3rd Meets scores will rise to 31%	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>	
<b>Staff Responsible for Monitoring:</b> ICs, Teachers & Principals		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		<b>Problem Statements:</b> None <b>Funding Sources:</b> district curriculum & number talks training Title One School-wide
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		



**Performance Objective 4:** The percentage of students that Met Standard on all subjects/grades tested will increase from 25% (2019 STAAR) to 30% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR results

**Summative Evaluation:** None

<b>Strategy 1:</b> Burleson will follow district curriculum, literacy block and Number Talks to ensure student success.		
<b>Strategy's Expected Result/Impact:</b> Burleson All subjects/grades Meets scores will rise to 30%		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ICs, Teachers & Principals		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b> district curriculum, literacy block and Number Talks training Title One School-wide	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 5:** The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 75% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR results

**Summative Evaluation:** None

**Strategy 1:** Burleson will follow district curriculum, monitor virtual learning with MAP testing and daily teacher contact, literacy block and Number Talks to ensure student success.

**Strategy's Expected Result/Impact:** Burleson growth scores will rise to 75%

**Staff Responsible for Monitoring:** ICs, Teachers & Principals

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** district curriculum, literacy block and Number Talks training Title One School-wide

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6:** Implement innovative instructional models which enable personalized learning for all students.

**Evaluation Data Sources:** Lesson plans, walkthroughs, MAP growth assessments

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring	
<b>Strategy's Expected Result/Impact:</b> Student achievement improves as teachers and students monitor growth together.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ICs, Teachers, Principals	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> MAP Training Title One School-wide	
<b>Strategy 2:</b> Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning	
<b>Strategy's Expected Result/Impact:</b> student achievement increase on STAAR and MAP tests.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, ICs, Principals	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Training on instructional models and technology Title One School-wide	

**Strategy 3:** Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

<b>Strategy's Expected Result/Impact:</b> Increase in STAAR & MAP scores at EOY		<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Principals and ICs		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b> Big rocks and relay training Donated Funds	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	9	Burleson will follow ECISD guidelines for serving Migrant, GT and ELL students and supporting college and career readiness.

# Campus Funding Summary

<b>Donated Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Big Rocks & Relay Training, Burleson Google classroom		\$0.00
2	2	1	Big Rocks training & Relay Training, Burleson google classroom.		\$0.00
3	6	3	Big rocks and relay training		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SEL training & kinder roundup.		\$60.00
1	3	1	Google classroom, seesaw and class dojo		\$0.00
1	4	1	SEL training and darkness to light training		\$0.00
1	5	1	Darkness to light training & SEL training by counselor.		\$0.00
1	6	1	cleaning supplies, maintenance items		\$0.00
1	7	1	Big Rocks and Relay training, Google Classroom, techy tribe		\$0.00
<b>Sub-Total</b>					<b>\$60.00</b>
<b>Title One School-wide</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student prizes, trophies to pass out to classes with highest attendance, attendance party.		\$150.00
1	3	1	Big Rocks & relay training		\$0.00
1	5	8			\$500.00
3	1	1	District curriculum		\$0.00
3	2	1	district curriculum		\$0.00
3	3	1	district curriculum & number talks training		\$0.00
3	4	1	district curriculum, literacy block and Number Talks training		\$0.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1	district curriculum, literacy block and Number Talks training		\$0.00
3	6	1	MAP Training		\$0.00
3	6	2	Training on instructional models and technology		\$0.00
<b>Sub-Total</b>					\$650.00
<b>Grand Total</b>					\$710.00

# Addendums