

Ector County Independent School District

Burleson Early Childhood Center

2025-2026 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: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

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

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

Evaluation Data Sources: CLI, District PK Report Card

Strategy 1 Details	Reviews			
Strategy 1: Counting activities will be included in Daily Calendar activities, Math Small Group Activities and Independent Learning Centers. Strategy's Expected Result/Impact: Students will count to 30 and beyond Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 3: Prekindergarten students will demonstrate age-appropriate scientific thinking by making predictions, testing simple hypotheses, and communicating their findings through pictures and words.

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

Evaluation Data Sources: Teacher observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement high-quality Science Center activities and exploration opportunities into the instructional day. Strategy's Expected Result/Impact: Students will be provided with opportunities to engage in hands-on science activities that promote exploration and discovery. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will have opportunities to conduct simple Cause-and-Effect Experiments. Strategy's Expected Result/Impact: Students will develop stronger critical thinking skills by learning to make educated guesses, test their ideas, and compare results to their predictions. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May
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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 1: By the End of Year CLI assessment administration, 80% of students will be on track in Phonological Awareness.

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	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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, 40% of students will be on track in the Pre-Reading skill of Rhyming.

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	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	Formative			Summative
	Oct	Jan	Mar	May
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: Administrator	Formative			Summative
	Oct	Jan	Mar	May
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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: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.

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			
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. Strategy's Expected Result/Impact: Students will come to school and attendance will increase. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
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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, 85% 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, administrators 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers, assistants and administrators will attend Conscious Discipline training. Strategy's Expected Result/Impact: Staff will feel empowered to support students' Social Emotional Learning. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Jan	Mar	May
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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	Formative			Summative
	Oct	Jan	Mar	May
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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Burleson will host inclusive 'whole family' events where siblings are welcome, ensuring parents do not have to worry about childcare during school activities. Strategy's Expected Result/Impact: Burleson will work to remove barriers to family involvement, ensuring all families can actively participate in school activities. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2025-2026 school year, Burleson students' attendance rate will reach 92.5%.





Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Every child will be assigned a meaningful classroom job that contributes to the well-being of the entire school community. 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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The class with the highest weekly attendance will earn a class-wide fun activity. Strategy's Expected Result/Impact: Students will come to school and attendance will increase. Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2025-2026 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 understand expectations Staff Responsible for Monitoring: Classroom Teachers 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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Burleson Early Education staff will have the opportunity to participate in Conscious Discipline training, along with other professional development aimed at enhancing students' social-emotional skills.

Evaluation Data Sources: Sign-in sheets, agendas, observations

Strategy 1 Details	Reviews			
Strategy 1: Monthly campus wide Conscious Discipline Brain Smart Start assemblies Strategy's Expected Result/Impact: Conscious Discipline's Brain Smart Start routine improves classroom environments by shifting students and teachers to an organized state, fostering connection, and reducing stress, which leads to better learning, increased social-emotional skills, higher academic achievement. Staff Responsible for Monitoring: Administrator, Teachers, Teaching Assistants, Counselor, Office staff Title I: 2.51, 2.52, 2.531 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Ongoing Conscious Discipline training will be provided for all Burleson Early Education Center staff members. Strategy's Expected Result/Impact: Conscious Discipline training significantly benefits both teachers and students by fostering emotional literacy, self-regulation, and executive functioning skills in students, leading to improved academic performance and fewer behavior issues. Staff Responsible for Monitoring: Administrator, Teachers, Teaching Assistants, Counselor, Office staff Title I: 2.52, 2.531, 2.534 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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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 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. Staff Responsible for Monitoring: Classroom teachers 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: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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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 Title I: 2.52 - 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: 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
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Board Goal 5: Culture of Excellence

Performance Objective 3: Burleson Early Education Center will provide a safe and supportive environment.

Evaluation Data Sources: Safeschools Training, Threat Assessment reports, Safety Audits

Strategy 1 Details	Reviews			
Strategy 1: All campus staff will complete training on child abuse awareness and prevention strategies. Strategy's Expected Result/Impact: Campus staff will develop awareness to foster a more supportive and responsive environment for students. Staff Responsible for Monitoring: Administrator, Teachers, Counselor 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: The school counselor will provide staff with training on Trauma- and Grief-Informed practices and strategies for Educator Wellness to support both students and themselves. Strategy's Expected Result/Impact: To create a more supportive and collaborative environment for all students. Staff Responsible for Monitoring: Administrator, Teachers, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				