LEA Name:	Ector County ISD
Campus Name:	Burleson Elementary

Data Analysis Summary

Is this a district submission or campus submission?	**Campus**
Is your district staged in PBM?	**Yes**

Definition/Purpose:	*Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.*
Summary of findings	**A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.**

Section 1: Student Achievement	
Index met?	No
Index score:	
What are the trends in the index 1 data over time?	Math, Reading and Writing scores all stayed the same and the science went down. Burleson has not maintained the same staff in six years. The turnover every year is about 60%.
What impact do the trends have on Index 1?	Fewer students performed at Level 2 Phase 1 standard in the 2nd year of STAAR.
What other insights do the data reveal that impact student success?	The data revealed that we showed improvement in Math and gained many points on Level 2.

Section 2: Student Progress	
Index met?	No
Index score:	
What are the trends in the index 2 data over time?	No Previous Data Available.
What impact do the trends have on Index 2?	Students are not making sufficient progress from grade level to grade level.
What other insights do the data reveal that impact student success?	N/A

Section 3: Closing Performance Gaps	
Index met?	No
Index score:	
What are the trends in the index 3 data over time?	ECD subgroup and Hispanic Subgroup have performed within 5 percentage points of the campus mean in reading and math
What impact do the trends have on Index 3?	ECD subgroup accounts for 75% of the total student population. If that subgroup improves by 30%, the campus average for Index 3 will improve.
What other insights do the data reveal that impact student success?	N/A

Section 4: Postsecondary Readiness	N/A
Index met?	N/A
Index score:	
What are the trends in the index 4 data over time?	N/A
What impact do the trends have on Index 4?	N/A
What other insights do the data reveal that impact student success?	N/A

Section 5: System Safeguards	
Were system safeguards missed for Performance?	Yes
Were system safeguards missed for Participation?	No
Were system safeguards missed for Graduation?	No, N/A
What are the trends in the System Safeguard data over time?	Students have underperformed in Math and Writing in all subgroups for the past 4 years.
What other insights do the data reveal that impact student success?	na
#REF!	Campus
#REF!	Special Education, Bilingual Education, Career and Technical Education, No Child Left Behind
#REF!	Special Education, Bilingual Education

LEA Name:	Ector County ISD
Campus Name:	Burleson Elementary

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	*After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.*	

Identified and Prioritized Needs:
It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this

Need 1:	Improve quality of instruction through use of professional development.
Need 2:	Provide instruction on Data Driven Instruction and Processes.
Need 3:	Improve quality of writing instruction across the grade levels.
Need 4:	Improve quality of science instruction across the grade levels.
Need 5:	

Important Notice! Improvement Required districts/campuses must complete Attestation Statement at the bottom of this tab to fulfil TEC §39.106 requirements!

			Critical Success Factor / ESEA Turnaround Principle Key	CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Need:	Improve quality of instruction through use of professional development.			CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Index:	1, 2, 3			CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Critical Success Factor/ESEA Turnaround Principle:	CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 3 / ESEA TP: Provide Strong Leadership, CSF 4 / ESEA TP: Redesigned School Calendar, CSF 5 / ESEA TP: Ongoing Family and Community Engagement, CSF 6 / ESEA TP: Improve			CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Annual Goal:	Sixty five percent of all students and all student groups will meet standards in math on 2015 STAAR up from 49% in Math.			CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
Strategy:	Teachers will receive staff development on best practices and differentiated instruction so that we may meet the needs of all learners. The daily school schedule will be designed to provide increased learning time and flexible enough to allow tutoring within the school day.				
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	Quality of instruction will impact all students by meeting the needs of all learners. We showed a lot of progress this year and hope that it will continue to increase.			CSF 6-School Climate	ESEA TP: Improve School Environment

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q4 (May, June, July)	
Q1 Goal:	Fifty percent of all students and all student groups will meet Phase-in Level One(60%) standard on math SBAs or unit tests.	**Q2 Goal:**	Sixty-three percent of all students and all student groups will meet Phase-in Level One(60%) standards on math SBAs, DBAs, or unit tests.	**Q4 Goal:**	Sixty-five percent of all students and all student groups will meet standards in math on the 2014-2015 STAAR Test showing an increase over the 2013-2014 STAAR Math scores.
Interventions:		**Interventions:**		**Interventions:**	
1)	Staff development will be provided using the book "Teach Like a Champion" for all teachers. Also, training will be provided on Differentiated Instruction, Best Practices and new Math TEKS	1)	Follow-up on staff development related to the book "Teach Like a Champion" for all teachers. Documentation and redirection will occur for teachers not utilizing the strategies.	1)	End of year data will be analyzed and reviewed in PLCs. Campus Leadership will use data to begin planning for the 2015-16 school year
2)	Provide all teachers with a data notebook from last year's STAAR test, I Station, and Classworks. Data will be reviewed in PLCs. Instruction will be provided on how to provide targeted instruction based on data	2)	Individual data talks will be conducted in February to focus on individualized interventions for students. Data will continue to be reviewed in PLCs and we will make adjustments for planning instruction including working on questions with rigor (which are always to be included in lesson plans). Questions are required to be in lesson plans.	2)	Evaluation of staff development and PLCS will be assessed to assist in planning for the next year
3)	Region 18 will provide training on rigor in instruction	3)	Teachers will be asked to model lessons for other teachers based on the training being given in PLCs and as modeled by	3)	
4)	Specific strategies will be used in Saturday school which will be held for students needing specific targeted instruction	4)	Specific strategies will be used in Saturday school which will be held for students needing specific targeted instruction, two Saturdays per month.	4)	
What data will be collected to monitor interventions?		**What data will be collected to monitor interventions?**		**What data will be collected to monitor interventions?**	

1) Walkthrough forms (looking for strategies that have been introduced)		1) Walkthrough forms (looking for strategies used that have been introduced)		1) Eduphoria and STAAR DATA
2) Eduphoria/Sign in Sheets/Minutes from PLCS		2) Eduphoria/Sign in Sheets/Minutes from PLCS		2) PLC minutes, survey
3) Region 18 feedback		3) Observation sheets		3)
4) Skills Test/Attendance		4) Skills Test/Attendance		4)

End of Quarter Reporting

Q1 Report		Q2 Report		Q4 Report	
Are you on track to meet the annual goal?	No	**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**	
Describe the data or evidence used to determine if the goal will or won't be met.	Analysis of the data from Standards Based Assessment (SBA) given in October showed that 36.4 % of all students in Math met standard. The SBA is a district assessment of TEKS taught to date.	**Describe the data or evidence used to determine if the goal will or won't be met.**		**Describe the data or evidence used to determine if the goal will or won't be met.**	
What, if any, adjustments must be made in order to meet the annual goal?	Data notebooks will be amended to include first quarter data and students identified based on data. Analyze data to determine focus TEKS and develop a plan for spiraling instruction. This spiraling instruction will also include three focus TEKS from the 2014 STAAR data.	**What, if any, adjustments must be made in order to meet the annual goal?**		**What, if any, adjustments must be made in order to meet the annual goal?**	
Need:	Provide instruction on Data Driven Instruction and Processes.			CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	3, 4			CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction

Critical Success Factor / ESEA Turnaround Principle:	CSF 2 / ESEA TP: Use of Data to Inform Instruction, CSF 5 / ESEA TP: Ongoing Family and Community Engagement, CSF 6 / ESEA TP: Improve School Environment, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 3 / ESEA TP: Provide Strong Leadership	Critical Success Factor / ESEA Turnaround Principle Key	CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	Burleson will improve all students and all student groups reading scores to 65% by using data driven instruction and processes.		CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Our annual goal will be reached by constant monitoring of student data as they are given assessments and making the necessary adjustments including changing of schedules, staff development, etc. as needed.		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	It will target all student groups and indices 1,2,3 and 4.		CSF 6-School Climate	ESEA TP: Improve School Environment
			CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q4 (May, June, July)	
Q1 Goal:	As a result of data driven instruction, 55% of all students and student groups will the meet the Phase-in Level One(54%) standard on reading SBAs, DBAs, or unit tests.	Q2 Goal:	As a result of data driven instruction, 65% of all students and student groups will meet the Phase-in Level One(54%) standard on reading SBAs,DBAs, or unit tests.		Q4 Goal:	Sixty-five percent of all students and all student groups will meet standards in reading on 2015 STAAR up from 50%.
Interventions:		**Interventions:**			**Interventions:**	Interentions
1)	Teacher training provided by the Campus Curriculum Facilitator on how to use data from assessments and how to plan targeted instruction	1)	Support teachers as they analyze data, plan targeted insruction, and spiral instruction on identified focused TEKS		1)	End of year data will be analyzed and reviewed in PLCs. Campus Leadership will use data to begin planning for the 2015-16 school year
2)	Saturday school will be offered for targeted students based on data review	2)	Provide student tutorials by using Saturday school two Saturdays per month based on students who are not meeting standards based on SBAs, DBAs and unit tests.		2)	Evaluation of staff development and PLCS will be assessed to assist in planning for the next year
3)	Meet with parents during orientation to discuss STAAR and school interventions	3)	Parent liaison is being hired to facilitate conferences with parents.		3)	

Need 2

	4) Quarterly data talks with teachers that focus on progress of identified students		4) Data talks with teachers preceding their PDAS evaluations, targeting application of discussed strategies.	4)	
What data will be collected to monitor interventions?		**What data will be collected to monitor interventions?**		collected to monitor	
	1) Agenda, Eduphoria data, and planning template		1) Eduphoria data, lesson plans, and walk through data		1) STAAR data and Eduphoria
	2) Skills Tests and attendance sheets		2) Skills Tests and attendance sheets		2) PLC Minutes, Surveys and Sign Sheets
	3) Sign in sheets and agenda		3) Eduphoria data, sign-in sheets, and agenda		3)
	4) Data from Classworks, I-Station, and SBA		4) Eduphoria data and plan for instruction		4)
End of Quarter Reporting					
Q1 Report		**Q2 Report**		**Q4 Report**	
Are you on track to meet the annual goal?	No	**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**	
Describe the data or evidence used to determine if the goal will or won't be met.	Analysis of the data from Standards Based Assessment (SBA) given in October showed that 33% of all students in Reading met standard. The SBA is a district assessment of TEKS taught to date.	**Describe the data or evidence used to determine if the goal will or won't be met.**		**Describe the data or evidence used to determine if the goal will or won't be met.**	
What, if any, adjustments must be made in order to meet the annual goal?	Data notebooks will be amended to include first quarter data and students identified based on data. Analyze data to determine focus TEKS and develop a plan for spiraling instruction. This spiraling instruction will also include three focus TEKS from the 2014 STAAR data.	**What, if any, adjustments must be made in order to meet the annual goal?**		**What, if any, adjustments must be made in order to meet the annual goal?**	
Need:	Improve quality of writing instruction across the grade levels.			CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction

			CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Index:	1, 2, 3			
Critical Success Factor / ESEA Turnaround Principle:	CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 6 / ESEA TP: Improve School Environment		CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	Sixty-five percent of all students and all student groups in 4th grade writing will meet the standard on the STAAR Test in 2015. This will be an increase from 45% in 2014.	**Critical Success Factor / ESEA Turnaround Principle Key**	CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Specialized training to address specific deficiencies.		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	It will make a significant impact on all students and student sub groups for Burleson.		CSF 6-School Climate	ESEA TP: Improve School Environment
			CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

	Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q4 (May, June, July)	
	Q1 Goal: Fifty percent of all students and all student groups will write a personal narrative and score either a 3 or 4 using the district rubric.		**Q2 Goal:** Sixty-five percent of all students and all student groups will meet Phase-in Level One(52%) standard on campus based writing samples and revising and editing assessments.		**Q4 Goal:** Sixty-five percent of all students and all student groups will meet standards in writing on 2015 STAAR up from 45%.	
	Interventions:		**Interventions:**		**Interventions:**	
Need 3	1) Writing rubric training		1) After school sessions on teaching strategic writing techniques.		1) Analyze STAAR data using Lead4ward tools as well as identifying the three lowest and
	2) Randi Whitney Writing Academy attended by 4th grade teachers		2) Implementation of writing academy		2) Set goals for the next school year with the CIT and Leadership Team based on data analysis
	3) Saturday school for targeted students		3) Saturday school for targeted students 2 Saturdays per month.		3)
	4) Grade level daily writing prompt		4) Mandatory Grade Level Prompts.		4)
	What data will be collected to monitor interventions?		**What data will be collected to monitor interventions?**		**What data will be collected to monitor**	
	1) Agenda, sign in sheets, and practice of scoring writing samples		1) Agenda/Sign in Sheet		1) STAAR data	
	2) Implementation of curriculum from Writing Academy		2) Walkthroughs		2) professional development needs, and targeted plan to work on focused TEKS	

	Skills test and attendance	3)	Writing samples	3)
	Writing scored using rubrics	4)	Writing rubric scores	4)

Q1 Report		Q2 Report		Q4 Report	
Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.	All students were given a narrative writing prompt and teachers scored the writing according to the district rubric. Eleven percent of all students met standard.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	Teachers will be trained in narrative writing through the Writing Academy and District writing curriculum.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

Need:	Improve quality of instruction for science.		CSF 1-Improve Academic Performance	ESEA TP: Strengthen the School's Instruction
Index:	1, 2, 3, 4		CSF 2-Quality Data to Drive Instruction	ESEA TP: Use of Data to Inform Instruction
Critical Success Factor / ESEA Turnaround Principle:	CSF 1 / ESEA TP: Strengthen the School's Instruction, CSF 4 / ESEA TP: Redesigned School Calendar, CSF 6 / ESEA TP: Improve School Environment, CSF 7 / ESEA TP: Ensure Effective Teachers, CSF 2 / ESEA TP: Use of Data to Inform Instruction	Critical Success Factor / ESEA Turnaround Principle Key	CSF 3-Leadership Effectiveness	ESEA TP: Provide Strong Leadership
Annual Goal:	Sixty five percent of our students and student groups will meet the science passing standard for the 2015 STAAR Test up from the 2014 STAAR Science Score of 30%.		CSF 4-Increased Learning Time	ESEA TP: Redesigned School Calendar
Strategy:	Our scores will incease by targeting vocabulary, labs in the science lab with a hands on approach, and having science taught daily in the classroom. Vertical Alignment will occur within the grade levels.		CSF 5-Family/Community Engagement	ESEA TP: Ongoing Family and Community Engagement
How will addressing this need impact the index, CSF/ESEA TP, or major system identified?	It will make a significant impact on all students and student sub groups for Burleson.		CSF 6-School Climate	ESEA TP: Improve School Environment
			CSF 7-Teacher Quality	ESEA TP: Ensure Effective Teachers

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)			Q4 (May, June, July)	
Q1 Goal:	**Forty percent of all students and all student groups will meet the Phase-in Level One(59%) standard on the SBAs, DBAs, or unit tests.**	**Q2 Goal:**	Sixty percent of all students and all student groups will meet the Phase-in Level One(59%) standard on the SBAs, DBAs, or unit tests.		**Q4 Goal:**	Sixty five percent of all student groups will have met the 2015 STAAR passing standard up from the 35% passing standard met in 2014.
Interventions:		**Interventions:**			**Interventions:**	
1)	Interactive Science Journals including Lead4ward vocabulary	1)	Interactive Science Journals including Lead4ward vocabulary and "Prove It" strategy		1)	Analyze STAAR data using Lead4ward tools as well as identifying the three lowest and highest TEKS
2)	Weekly Labs	2)	Weekly assessments to guide spiraled lesson planning.		2)	Set goals for the next school year with the CIT and Leadership Team based on data analysis
3)	SBA/Unit tests	3)	Preteaching vocabulary before science		3)	
4)		4)	Adjustment in personnel to match strengths in		4)	
What data will be collected to monitor interventions?		**What data will be collected to monitor interventions?**			**What data will be collected to monitor**	
1)	Interactive Journals	1)	Interactive Journals		1)	STAAR data
2)	Grades on labs	2)	Grades on labs		2)	Minutes to reflect goals, professional development needs, and targeted plan to work on
3)	Analyze student assessments and identify needed areas of remediation	3)	Analyze student assessments and identify needed areas of remediation		3)	

End of Quarter Reporting

Q1 Report		Q2 Report			Q4 Report	
Are you on track to meet the annual goal?	No	**Are you on track to meet the annual goal?**			**Are you on track to meet the annual goal?**	
Describe the data or evidence used to determine if the goal will or won't be met.	Analysis of the data from Standards Based Assessment (SBA) given in October showed that 39.4% of all students and all student groups in Science met standard. The SBA is a district assessment of TEKS taught to date.	**Describe the data or evidence used to determine if the goal will or won't be met.**			**Describe the data or evidence used to determine if the goal will or won't be met.**	
What, if any, adjustments must be made in order to meet the annual goal?	Data notebooks will be amended to include first quarter data and students identified based on data. Analyze data to determine focus TEKS and develop a plan for spiraling instruction. This spiraling instruction will also include three focus TEKS from the 2014 STAAR	**What, if any, adjustments must be made in order to meet the annual goal?**			**What, if any, adjustments must be made in order to meet the annual goal?**	

Need 4

LEA Name:	Ector County ISD			
Campus Name:	Burleson Elementary			

Accountability Monitoring
State Targeted Reconstitution Plan
(Supplement to the Improvement Plan)

TEA Reviewer Only:

Initial Determinations:	A Student Assistance Counselor was assigned to Burleson Elementary to assist our students in crisis.	Staffing Decisions:		Final Reconstitution Plan:	
Staffing Decisions:	Superintendent Leadership Team (SLT) met to determine administration and staff reconstitution guidelines as well as a timeline for the process. In addition to the DCSI and PSP, a district employee is assigned by SLT to serve as a reconstitution specialist for identified campuses.	Date Final Version Approved (For Use by TEA REVIEWER only):		TEA Reviewer:	

Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Resources and Persons Responsible	Timelines	Comments
Campus Redesign that Provides High Expectations for All Students	Many parents were not allowing their children to stay for tutoring and these are the students that need it most. All of our teachers tutor so it is a team building opportunity. We are scheduling Saturday classes because parents were receptive to the idea as opposed to after school because of other activities that are planned during the week.	Changed the school day schedule to include targeted instruction at the end of the school day so that all teachers could assist in grade level interventions. Offer Saturday targeted classes in selected subject for targeted students.	Lead Teachers	October 18th is the first Saturday School and will meet at least once a month thereafter. Small group targeted instruction is occuring each day during the school day for one hour.	These initiatives are being implemented including leveling the students and sending to specific teachers.
Other Elements of Innovative Campus Redesign	We felt that based on data some teachers would do better working with the upper or lower grades. Many teachers retired because they did not like the changes that were being implemented.	Moved teachers to teach in their areas of strength based on data.	Principal and Assistant Principal	Effectiveness will be monitored quarterly.	Walk-throughs, SBAs, and DBAs will be used to monitor effectiveness. Walk-throughs began at the beginning of the year and the administrators are looking for student engagement, open ended questions with appropriate responses, teacher monitoring, and higher level questioning techniques. At the end of the 3rd quarter, the evaluation of effectiveness yields mixed results. This will result in another shifting of responsibilities in late January.
Campus Redesign that Addresses Sustained Professional Development	We have scheduled Professional Learning Communities on Mondays rather than Tuesdays because the district and Region 18 are pulling teachers out on Tuesdays and Thursday. Also, there are meetings for administrators and we miss some of the PLCS if it is not on Monday. We have scheduled two hour learning blocks in the fifth grade to meet the needs of students. The classes are departmentalized.	We provide our teachers with two hour blocks of core teaching in fifth grade to provide more time for teachers to teach and reteach their lessons. We will have PLCs on Mondays in order to ensure that the majority of staff members can attend.	CCF	Fifth grade and PLC schedules were implemented at the beginning of the year and will be monitored quarterly.	This has had to be adjusted to 1.5 hours instead of 2 hour blocks. Also, an adjustment in schedule has been made to allow for a block of time to pre-teach science vocabulary.
Campus Redesign that Addresses Financial Commitment	We offered tutoring with local funds to allow tutoring to begin earlier.	We sent letters out to parents informing them that after school tutoring would begin in October and on selected Saturdays also.	Lead Teachers	This will begin as soon as funding is approved at the district level. It will be evaluated by Classworks and I-Station in the 2nd quarter.	After school tutoring began in October. Attendance is 100% of assigned students for Saturday and after school tutorials.
Campus Redesign that Addresses Enhanced Parental and Community Involvement	We are trying to get more parents involved in the school activities including getting them to understand how the changes will impact our school climate, achievement and their role in these changes.	Joined the Parenting Partner Pilot Program which targets our parents. We will offer 8 workshops for selected parents to go through a 2 hour workshop with Burleson Staff. We should train approximately 200 parents. We are holding meetings in both English and Spanish to accommodate our Spanish speaking parents.	Almance	First workshop was held on October 6th and will be weekly for eight weeks. Progress will be tracked of identified students whose parents attended the Parenting Partner Pilot Program.	This initiative was completed. The bilingual parents have graduated.The most impactful result was showing the parents how to work with their children on assignments and having high expectations regarding their education.
Campus Redesign that Addresses Curriculum and Instructional Changes	Based on low I-Station Reading Scores in first grade, we decided to provide a summer intervention.	A summer program for reading was held during June for three weeks for identified incoming second graders.	Principal	Summer reading program was held in June and I-Station data at the end showed student growth.	This initiative was completed and was successul enough to be repeated.
Campus Redesign that Provides Personal Attention and Guidance	A Student Assistance Counselor was assigned to Burleson Elementary to assist our students.	The counselor is on campus twice a week to work with identified students.	Nancy Vanley, District Coordinator for Counselors	Counselor started at the beginning of the year and effectiveness will be monitored quarterly.	This has not been highly effective.
Campus Redesign that Addresses Sustained Professional Development	Based on our 2014 STAAR scores, our campus will focus on writing campus wide.	All teachers in grades K-6 and CCF will receive training on writing rubrics. A writing calendar will be established for all grade levels.We will use the rubric training for all grade levels. All fourth grade teachers will attend writing training in Houston.	Lead Teachers	Fourth grade teachers will attend writing training in October. Writing calendar will be established after training in Houston. First writing sample will be given the week of October 27th.	The trainings were implemented. The fourth grade teachers resisted the writing calendar until February, saying the students were not ready.
Campus Redesign that Addresses Staff Changes/Retention	Burelson has twelve new teachers and will implement ways to support them in addition to district support.	We will meet with our new teachers beginning in September to discuss any issues or concerns they are having. We will also discuss ways we can assist them during or after school.	Principals and Assistant Principal	Monthly meetings will be held during October-May. Identified specific concerns are documented and followed through by the CCF and campus administrators.	They have been encouraged and supported as a group.
Campus Redesign that Addresses Staff Changes/Retention	Identified by TEA as a Multi-Year IR Priority Campus	Superintendent's Leadership Team (SLT) determined that all members of the staff will interview with the exception of employees assigned by	Superintendent Leadership Team, PSP, DCSI, Reconstitution Specialist, and Human	30-Sep	Superintendent's Leadership Team (SLT) Meet to Finalize Reconstitution Plan
Select One				30-Sep	Inform Reconstitution Specialist (RS) of Their Campus Assignments
Select One				30-Sep	Inform Second Year IR Campuses of Plan to Utilize RS and Name of Campus RS
Select One				?????	RS, PSPs, DCSI Team and IR Principals Meet to Discuss Timeline and Next Steps
Select One				9-Oct	Board of Trustees Informed of the Reconstitution Plans
Select One				13-Oct	Interview Three Principals and 11 Assistant Principals
Select One				October	Inform Each Campus Staff of Proposed Reconstitution Plan
Select One				October	Inform Media of Reconstitution Plan at Seven Campuses
Select One				October	Meet with Campus Parents to Inform them of Reconstitution Plan
Select One				October	Review Non-Staffing Components of Campus Reconstitution Plan
Select One				31-Oct	Deadline Submission of IR Plans/Reconstitution Plans/Goals into ISAM
Select One				November	Round 1 of Campus Staff Interviews with Notification Following Interviews. All staff were interviewed. Nine were asked to return for a second round of interviews.
Select One				November	Present IR Plans/Goals to Board of Trustees for Approval
Select One				January	Round 2 of Campus Staff Interviews with Notification Following Interviews. This round has been changed to the week of February 9th.
Select One				February 2 - 13 ...	Interview Existing ECISD Staff that Have Applied (Transfers) and External Applicants with Notification Following
Select One				Aug-15	Open Campus as a Reconstituted Campus
Select One					
Select One					

CSFs	Academic_Performance	Quality_Data	Leadership_Effectiveness
Select One	Select One	Select One	Select One
Academic_Performance	Tiered System of Support	Systems to Ensure Quality Data	Operational Flexibility
Quality_Data	Data Driven Instruction	Professional Development Regarding Data Analysis	Job Embedded Professional Development
Leadership_Effectiveness	Curricular Alignment	Collaboration and Communication	Strategic Planning (Alignment and Sustainability)
Learning_Time	Viable Curriculum		
Family_Community_Support	Research Based Instructional Practices		
School_Climate			
Teacher_Quality			
	State	State	AYPCA
	Submissions	Reconstitution (State: AU)	Corrective Actions (AYP Year 3)
	Select One	Select One	Select One
	Initial Draft (due October 31, 2012)	Campus Redesign that Addresses Staff Changes/Retention	Implement new scientifically based curriculum including providing appropriate professional development for all relevant staff
	Draft with Staffing Recommendations (due January 31, 2013)	Campus Redesign that Provides a Rigorous and Relevant Academic Program	Extend the school year or school day

		Campus Redesign that Provides Personal Attention and Guidance	Replace campus staff who are deemed relevant to the failure to make AYP
	Final Plan (due June 30, 2013)	Campus Redesign that Provides High Expectations for All Students	Significantly decrease management authority at the campus
		Campus Redesign that Addresses Curriculum and Instructional Changes	Restructure the internal organization of the campus
		Campus Redesign that Addresses Structural and Managerial Innovations	Appoint one or more outside experts to advise the campus
		Campus Redesign that Addresses Sustained Professional Development	
		Campus Redesign that Addresses Financial Commitment	
		Campus Redesign that Addresses Enhanced Parental and Community Involvement	
		Other Elements of Innovative Campus Redesign	

#REF!	Curriculum_Assessment	Instruction	Student_Support
Curriculum_Assessment	Rigor	Rigorous and Relevant	Effective Intervention Strategies
Instruction	Relevance	Instructional Processes / Pedagogy	Data Driven / Timely / Targeted Support
Student_Support	Curriculum Sequence / Pacing	Student Centered / Empowered	Monitoring of Implementation
Culture_Climate	Alignment – TEKS / Vertical / Horizontal	Self-Directed Engaged Students	Evaluation of Results (Support/Intervention)
Parents_Community	Guaranteed Viable Curriculum	Integrated / Interdisciplinary	Adult Advocate / Mentor / Advisor
Residential_Facilities	Integrated / Interdisciplinary	Differentiation to Meet Needs	Extended Learning Opportunities
LRE	Monitoring / Evaluation of Curriculum Implementation	Data Driven Instructional Decisions	Acceleration / Credit Recovery
Discipline	Assessment Development	Data Informed Instructional Placement	Targeted Professional Development (PD) with Support
Representation	Formative Assessment to Guide Instruction	Active Learning	Monitoring of Implementation (PD)
Data_Systems	Daily Monitoring of Student Progress	Monitoring / Evaluation of Quality	Response to Interventions (RTI)

Completion	TAKS-Rigor Benchmark Assessment	Ongoing Monitoring of Instruction by Administrators	Alternative School of Choice
Other	Data-Driven Decision-Making	Modeling / Mentoring	
	Targeted Professional Development (PD) with Support	Use of Technology	
	Monitoring of Implementation (PD)	Specific / Timely Feedback	
	Project-Based / Constructivist Curriculum	Resource Allocation	
	Brain Compatible	Collaborative Planning	
		Targeted Professional Development (PD) with Support	
		Instructional Leadership, Monitoring, and Supervision	
		Questioning Strategies to Guide Instruction	
		Project-Based Instruction	
		Technology Integration	
RF			

Learning_Time	Family_Community_Support		
Select One	Select One		
Flexible Scheduling	Increase Opportunity For Input		
Staff Collaboration and Planning Time	Increase Outreach		
Instructional Focused Calendar	Effective and Equitable Communication		
Maximize/Protect Current Instruction Time	Access to Community Services		
AYPREST			
Restructuring Plan (AYP Year 4)			
Select One			
1. Reopen the school as a charter school.			
2. Replace principal and staff.			

3. Contract for private management company of demonstrated effectiveness.			
4. State takeover.			
5. Any other major restructuring of school governance.			
5A. Change the governance structure to diminish site-based governance or increase district oversight.			
5B. Close the school and reopen as focus or theme school			
5C. Reconstitute the school into small autonomous learning communities			
5D. Dissolve the school and assign students to other schools			
5E. Pairing the school with a higher performing school			
5F. Expand or narrow the grades served			
5G. Changes in the schools governance			

Culture_Climate	Parents_Community	Residential_Facilities	LRE
Professional Learning Community	Parent Involvement	Properly constituted ARDC	Ages 3-5
Relationships	Community Involvement / Partnerships	Surrogate/Foster Parent	Ages 6-11
Teacher Talk	Parent Education / Adult Education	Current Evaluation	Ages 12-21
Adult Advocate / Mentor / Advisor	Parenting Training	IEP Implementation	
Safe and Orderly School with Effective Discipline Management	Parent / Community Support	LRE	
Inviting / Respectful Climate	Parent / Community Organizations	Educational Benefit	
Positive Behavioral Support	Social Services	Certified/Qualified Staff	
High Expectations	Volunteerism	Commensurate School Day	
Teacher / Student Learning Responsibilities	Targeted Professional Development (PD) with Support	Related Services	
Engagement in School Activities	Monitoring of implementation (PD)	Behavior/Discipline	

Teacher_Quality	YN	Stage1	AU	Stage2	Source	Performance	Progress
Select One	Select One	Select One	Select One	Select One	Select One	Select One	Select One
Recruitment and Retention	Yes	1	1st Year	1	Campus	State Assessment	Not Implemented
Job Embedded Professional Development	No	2	2nd Year	2	District	Completion	Not Effective
Aligned Appraisal and Evaluation		3	3rd Year	3	ESC	Graduation	Effective
		4	4th Year	4		Dropout	Highly Effective
		5A	5th Year	4A			
		5B	6th Year	4B			
		5C	AA				

CSF/ESEA Turnaround Principle	# Times Principle was Incorporated
CSF1/ESEA TP: Strengthen the School's Instruction	0
CSF2/ESEA TP: Use of Data to Inform Instruction	0
CSF3/ESEA TP:Provide Strong Leadership	1
CSF4/ESEA TP:Redesigned School Calendar	1
CSF5/ESEA TP: Ongoing Family and Community Engagement	1

CSF6/ESEA TP: Improve School Environment	1	
CSF7/ESEA TP: Ensure Effective Teachers	0	
Were all ESEA Turnaround Principles represented in the plan?	Yes	