

Fort Bend Independent School District

Burton Elementary

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

FBISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

WBE Mission: At Burton, we are an academic force that partners with parents to guide a community of learners toward reaching their full potential, by being committed to service and setting high expectations for academic excellence.

Vision

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

WBE Vision: Every child will be inspired and motivated to become a life longer learner and productive citizen in our society.

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Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, Burton Elementary will improve effective instructional strategies through the implementation of the aligned curriculum and assessments and targeted interventions as evidenced through indicators of success.

HB3 Goal

Indicators of Success: Indicators of Success:

* Formative:

- o From the BOY to MOY, there will be an increase in student growth on Ren 360 at/above benchmark performance by at least 5% for each student group.
- o From BOY to MOY, there will be an increase of PK students' performance on Phonological Awareness on CIRCLE by at least 10% for each student group.
- o From the BOY to MOY, there will be an increase in students reading at or above grade level by at least 5% according to BAS.
- o By December 2023, WBE will build the capacity of 100% of teachers by providing professional development around the character and attributes of gifted learners and how to support their academic needs.

* Summative:

- o By June 2024, WBE will increase the percentage of students showing growth in literacy on STAAR to above 70%.
- o By June 2024, WBE will increase the percentage of students showing growth in math on STAAR to above 70%.
- o By June 2024, WBE will increase the percentage of K-2 students reading on or above grade level according to BAS assessment at the EOY from 50% to 60%.
- o By June 2024, WBE will increase the percentage of students meeting grade level standards on STAAR reading from 36% to 46% , STAAR math from 20% to 35%, STAAR Science from 13% to 30% and a 5% increase within sub groups.
- o By June 2024, WBE will increase the percentage of students performing at/above grade level on EOY Ren 360 reading from 50% to 70% and math from 58% to 75%.
- o By June 2024, WBE will increase the percentage of Pre-K students on track in Phonological Awareness on CIRCLE to 90%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and campus leaders will use the content-area Instructional Models that contains high leverage practices to improve effective Tier 1 instructional strategies; including phonics instruction is K-3.</p> <p>Strategy's Expected Result/Impact: Increase in effective Tier 1 instructional practices that lead to increase in student achievement in all content areas. Small group instruction will be targeted based on the needs of the students. Full implementation of the K-3 phonics curriculum.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Grade Level Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Leadership team will develop a campus calendar that indicates dedicated time for ongoing job-embedded professional development focused on instructional Tier 1 and Tier 2 practices.</p> <p>Strategy's Expected Result/Impact: Effective implementation of the instructional models and Tier 1 instruction. Building teacher capacity in Tier 1 and Tier 2 instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teacher Leaders</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: Supplemental Pay - 211 Title I-A - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted interventions for Tier2 and Tier3 will occur during Sheriff Academy using research-based and TEKS-aligned resources, including reading records, phonics, phonological awareness inventories, and checkpoint data. Progress monitoring will be included in order to track student growth and reviewed during SST meetings.</p> <p>Strategy's Expected Result/Impact: Students will attend interventions and after-school tutorials for acceleration. Interventions and after-school tutorials will be based on the individual needs of the student (HB4545). Growth will be tracked and plans for remediation will be created to ensure progress of all students.</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, LIT, math interventionist, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3, 5</p> <p>Funding Sources: Intervention & tutorial materials and supplemental pay - 211 Title I-A, After-school tutorials and Saturday Camps instructional supplies & resources and supplemental pay - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Long-range planning will be implemented quarterly in order for teachers to internalize curriculum, plan lessons, and assessments using research-based instructional materials.</p> <p>Strategy's Expected Result/Impact: Increase in effectiveness of teacher clarity and lesson delivery. Research-based instruction and assessments that are aligned to the rigor of the TEKS</p> <p>Staff Responsible for Monitoring: Administrators, content-area specialists, instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: TEKS-Aligned Instructional Resources & Programs - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Science teachers in grades 3-5 will receive on-going support/coaching from district specialists in the area of science instruction and assessment.</p> <p>Strategy's Expected Result/Impact: Increase in science content knowledge and instructional strategies for teachers. Improvement in student science content knowledge and improvement in science achievement scores.</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level Teachers, District Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1</p> <p>Funding Sources: Coaching Support - 211 Title I-A, Science Instructional Materials - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not at/above grade level in reading and math according to EOY Ren 360. Root Cause: Teachers did not consistently implement guided reading and guided math with fidelity in order to build student skills according to their needs in reading and math,</p>
<p>Problem Statement 2: Student performance in science needs improvement (30% at approaches on STAAR) Root Cause: Teachers do not fully understand the science content in order to teach the skills effectively and there is a lack of science content integration in other content areas.</p>
<p>Problem Statement 3: Student performance in Math STAAR continues to be low. Root Cause: Students in grades 3-5 have math content learning gaps that make it difficult to become proficient in grade level TEKS. Teacher clarity around math content and instruction is needed to fully implement the curriculum. Teachers need additional support to incorporate the new STAAR Redesign strategies and question types.</p>
<p>Problem Statement 4: Students are not performing at the Meets & Masters levels according to STAAR in reading, math, and science. Root Cause: Students have learning gaps. Teachers are not providing instruction at higher levels or providing students enrichment opportunities.</p>
<p>Problem Statement 5: Students in grades 4 and 5 are not maintaining and/or not moving a performance level in the next grade level. Root Cause: Students have learning gaps and need intense interventions. Student goal setting was not a focus. Teacher need to remain consistent with the implementation of interventions and progress monitoring.</p>
School Processes & Programs
<p>Problem Statement 1: Campus professional learning focused solely on building teacher clarity and content knowledge, and did not allow time for practicing/modeling of the instructional strategies before presenting to students. Root Cause: Teachers did not have the full content knowledge ("what" to teach) in order to fully implement student ownership of learning strategies> Campus PD did not dig deeper into the "how" to teach content or effective instructional strategies.</p>

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, Burton Elementary will improve student ownership of behavior practices through campus-wide implementation of PBIS system and SEL strategies as evidenced through the indicators for success.

Indicators of Success: Indicators of Success:

* Formative:

- o By September 2023, all students and teachers will implement the revised WBE Guidelines for Success (PBIS).
- o By MOY, there will be a decrease in the number of discipline infractions reported through the Skyward system.
- o By MOY, there will be a decrease in the number of bullying incidences.
- o By MOY, all classrooms will have implemented weekly community circles.

* Summative:

- o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that bullying is not tolerated at the school from 73% to 85% as reported on the Title I Parent Survey.
- o By June 2024, WBE will increase the percentage of students who never or rarely consider transferring schools from 52% to 80% as reported on the Student Engagement Survey.
- o By June 2024, WBE will increase the percentage of parents who rate the school excellent or good from 74% to 85% as reported on the Title I survey.
- o By June 2024, WBE will decrease the number of discipline infractions from infractions to infractions as measured by Skyward and level one referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Full implementation of school-wide PBIS system and expectations. Strategy's Expected Result/Impact: Positive campus culture and climate. Expectations are set and followed by all stakeholders. Decrease in student discipline referrals. Staff Responsible for Monitoring: Administrators, Counselor, PBIS Team, and all staff</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Student Incentives - 211 Title I-A</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior Incentives will be provided to students through the implementation of PBIS and using the ClassDojo system to track student points for incentives.</p> <p>Strategy's Expected Result/Impact: Decease in level one discipline referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, All staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Incentives for students - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Community Circles and counseling supports to address the SEL needs of all students and staff.</p> <p>Strategy's Expected Result/Impact: Improve classroom cultures in all classrooms. Improvement in conflict resolution strategies. Decrease in bullying incidences.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Classroom Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Mentoring Program for identified at-risk students partnered with campus staff and community partners. Strategy's Expected Result/Impact: Improved relationships between students and assigned adults (mentors). Improved campus culture. Staff Responsible for Monitoring: Administrators, Counselor, Parent Educator</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus counselor will implement monthly character lessons/talks with all students focused on PoG and identified character traits. Strategy's Expected Result/Impact: Increase in positive student behaviors. Building of student leadership traits across all grade levels. Staff Responsible for Monitoring: Administrator and Counselor</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 - Perceptions 3 Funding Sources: Student Incentives - 199 General Fund</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Attendance rates on average have decreased from previous school years. Root Cause: The campus needs to make parents fully aware of the consequences of students missing school or consistently arriving to school late.</p>

School Processes & Programs

Problem Statement 2: Campus discipline infractions increased. **Root Cause:** Students lacked the social/emotional skills/strategies to deescalate or know how to control their emotions when becoming upset or frustrated. Students did not have the tools on how to collaborate with others effectively.

Perceptions

Problem Statement 3: Increase in level 2 discipline referrals for fighting and level one disrupting the educational environment **Root Cause:** Students need lessons and modeling on how to handle conflicts and appropriate school behaviors.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2024, Burton Elementary will improve student engagement and participation within the campus community and culture through effective communication and recruitment of stakeholders as demonstrated by multiple sources of evidence through the indicators of success.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will increase the number of academic field trips for students to engage in throughout the school year to improve students' learning experiences and exposure to resources and activities aligned to the curriculum.</p> <p>Strategy's Expected Result/Impact: Students will have learner experiences to academic opportunities that they may not normally have.</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level Team Leaders</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3, 4, 5 - Perceptions 3</p> <p>Funding Sources: Field Trip Admissions - 211 Title I-A - \$3,000, Field Trip Transportation - 199 General Fund - \$2,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: WBE will implement quarterly climate/culture check surveys for staff to share strengths and improvements needed. Data from surveys will be shared with staff with next steps for improvement.</p> <p>Strategy's Expected Result/Impact: Improved staff climate data.</p> <p>Staff Responsible for Monitoring: Principal , Asst Principal, Hospitality/Culture Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Student performance in Math STAAR continues to be low. **Root Cause:** Students in grades 3-5 have math content learning gaps that make it difficult to become proficient in grade level TEKS. Teacher clarity around math content and instruction is needed to fully implement the curriculum. Teachers need additional support to incorporate the new STAAR Redesign strategies and question types.

Problem Statement 4: Students are not performing at the Meets & Masters levels according to STAAR in reading, math, and science. **Root Cause:** Students have learning gaps. Teachers are not providing instruction at higher levels or providing students enrichment opportunities.

Problem Statement 5: Students in grades 4 and 5 are not maintaining and/or not moving a performance level in the next grade level. **Root Cause:** Students have learning gaps and need intense interventions. Student goal setting was not a focus. Teacher need to remain consistent with the implementation of interventions and progress monitoring.

Perceptions

Problem Statement 2: Evening engagement activities were well attended, however data shows a lower number of families attending. **Root Cause:** System to have parents sign-in for events was the most effective to track family attendance.

Problem Statement 3: Increase in level 2 discipline referrals for fighting and level one disrupting the educational environment **Root Cause:** Students need lessons and modeling on how to handle conflicts and appropriate school behaviors.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2023, Burton Elementary will improve family and community engagement through increased participation in parent engagement classes, family engagement events, campus GT program awareness, and student clubs as evidenced through the indicators of success.

Indicators of Success: Indicators of Success:

* Formative:

- o By MOY, WBE will host at least two evening family engagement events focused on instruction and one positive child behavior class.
- o WBE will increase parent awareness of gifted and talented students using monthly communications strategies (Parent Newsletter, Campus Curriculum Events, and meetings).

* Summative:

- o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that families are kept informed about school sponsored events, such as tutoring, after-school programs, parent workshops, and student performances from 85% to 90% as reported on the Title I Parent Survey.
- o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that the school uses family input to improve instruction, programs, activities, and services provided from 66% to 75% as reported on the Title I Parent Survey.
- o By May 2024, 50% of teachers will refer at least two students during the end of the year referral window for Fall 2024 GT testing

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of students who actively participate in various campus student clubs. Strategy's Expected Result/Impact: Increase student ownership of behavior and improve pride in campus. Staff Responsible for Monitoring: Assistant Principal and Club Sponsors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: Offer parent engagement classes quarterly that will take place in the evenings based on family needs and requests.</p> <p>Strategy's Expected Result/Impact: Increase family engagement and participation in school-sponsored events.</p> <p>Staff Responsible for Monitoring: Principal, Parent Educator, Instructional Coaches</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1, 2</p> <p>Funding Sources: Children's Museum Family Engagement -Parent Stars - 211 Title I-A - \$2,850</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and parents will become more knowledgeable about the attributes of gifted learners and will make referrals for GT Testing.</p> <p>Strategy's Expected Result/Impact: Increase in teacher knowledge of the attributes of a gifted learner. Increase in the number of referrals for GT testing. Inclusion of extension activities for gifted learners.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Three percent of students are identified as Gifted & Talented. **Root Cause:** Students are not referred by teachers and parents due to lack of knowledge of gifted learner characteristics.

Problem Statement 2: Attendance rates on average have decreased from previous school years. **Root Cause:** The campus needs to make parents fully aware of the consequences of students missing school or consistently arriving to school late.

Student Learning

Problem Statement 4: Students are not performing at the Meets & Masters levels according to STAAR in reading, math, and science. **Root Cause:** Students have learning gaps. Teachers are not providing instruction at higher levels or providing students enrichment opportunities.

School Processes & Programs

Problem Statement 2: Campus discipline infractions increased. **Root Cause:** Students lacked the social/emotional skills/strategies to deescalate or know how to control their emotions when becoming upset or frustrated. Students did not have the tools on how to collaborate with others effectively.

Perceptions

Problem Statement 1: Parents do not engage in parent classes that are offered by the Parent Educator on a consistent basis. **Root Cause:** Parent classes were offered during the school day and parents were not always aware of what classes were offered.

Problem Statement 2: Evening engagement activities were well attended, however data shows a lower number of families attending. **Root Cause:** System to have parents sign-in for events was the most effective to track family attendance.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement