

Fort Bend Independent School District

Burton Elementary

2025-2026 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burton Elementary School currently serves 668 students and reflects a richly diverse student population. The gender distribution shows a slightly higher proportion of male students (52.99%) compared to females (47.01%). The campus is ethnically and racially diverse, with Hispanic/Latino students making up the largest demographic at 50.30%, followed by African American students at 41.47%. Students identifying as Two or More Races represent 4.79%, while Asian students make up 1.95%, White students 1.20%, and American Indian/Alaskan Native students 0.30%. There are currently no students identified as Native Hawaiian or Pacific Islander.

In terms of student programs, 34.43% of students are identified as Emergent Bilingual (EB), with 25.60% participating in Bilingual education and 5.84% receiving ESL services. Special Education services are provided to 17.96% of students, with 3.74% identified with Dyslexia. Additionally, 1.35% of students are served under Section 504, and 1.95% are enrolled in the Gifted and Talented (GT) program. All students at Burton Elementary are served under a Title I Schoolwide Program. Currently, the campus has no students identified as homeless, neglected, or participating in targeted assistance programs.

Among students receiving special education services, the most commonly reported primary disabilities are Autism (30.00%), Specific Learning Disabilities (25.00%), Speech Impairments (18.33%), and Other Health Impairments (6.67%). Smaller percentages of students are served under Developmental Delay, Orthopedic Impairments, Emotional Disturbance, and Visual Impairment. No students are currently identified with auditory impairment, deaf-blindness, traumatic brain injury, or intellectual disabilities. Instructional settings for students receiving SPED services include Self-Contained classrooms (34.17%), Resource Rooms (30.83%), Mainstream environments (16.67%), and Speech Therapy services only (14.17%). There are no students receiving instruction in homebound, hospital, or off-campus settings.

This demographic profile highlights several areas of need. The high percentage of Emergent Bilingual students indicates a continued need for strong language support programs, sheltered instruction practices, and dual-language instructional strategies. The number of students in self-contained and resource settings underscores the importance of differentiation, inclusive practices, and consistent professional development for both general and special education teachers. Additionally, the low percentage of students identified for GT and 504 services suggests a need to examine identification practices to ensure equitable access for all student groups. The school's cultural and linguistic diversity also calls for a focus on culturally responsive teaching and inclusive curriculum practices that reflect the backgrounds of the student population.

Attendance remains an area of concern, despite a slight increase from 94.1% in 2024 to 94.3% in 2025, still falling short of the district's goal of 95%. Focused strategies to address chronic absenteeism and promote consistent student attendance will be necessary moving forward. Lastly, reported behavior incidents rose slightly, from 20 in 2024 to 23 in 2025. This increase reinforces the need for continued implementation of proactive behavior systems, including PBIS, student recognition programs like Sheriff of the Week, and campus-wide efforts to create a positive and supportive learning environment for all students.

Demographics Strengths

Burton Elementary's diverse student population is one of its key strengths, reflecting a rich tapestry of cultural, linguistic, and racial backgrounds. This diversity creates opportunities for inclusive and culturally responsive instruction, fostering a learning environment where students gain global awareness and appreciation for different perspectives. The strong representation of Hispanic/Latino (50.30%) and African American (41.47%) students positions the campus to build strong community and family partnerships reflective of the school population.

The campus serves a significant population of Emergent Bilingual (EB) students (34.43%), indicating a vibrant multilingual community. This presents opportunities to implement robust bilingual and ESL instructional programs that support language development while honoring students' home languages and cultures. The school's commitment to language support programs demonstrates a proactive approach in meeting the needs of a growing EB population.

Burton Elementary also demonstrates a strong commitment to inclusion, as evidenced by its service to nearly 18% of students receiving Special Education support. The variety of instructional settings available—including self-contained, resource, and mainstream environments—reflects efforts to meet students' diverse academic and behavioral needs through individualized support and placement decisions.

The presence of targeted programs, such as Gifted and Talented, Section 504, and Dyslexia services, ensures that the school is actively identifying and addressing a wide range of student learning needs. Additionally, the campus operates under a Title I Schoolwide Program, allowing for comprehensive support systems that benefit all students academically, socially, and emotionally.

Overall, Burton Elementary's demographic strengths lie in its cultural richness, commitment to serving diverse learning needs, and the foundation of inclusive programs designed to support the success of every student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of reported behavior incidents increased slightly from 20 in 2024 to 23 in 2025, indicating a need for continued focus on proactive behavior support and consistent implementation of campus-wide expectations

Root Cause: Inconsistent implementation of PBIS and campus-wide behavior expectations.

Problem Statement 2 (Prioritized): Only 1.95% of students are identified for Gifted and Talented services, which is disproportionately low given the school's size and diversity.

Root Cause: Lack of teacher training on identifying giftedness in underrepresented populations.

Problem Statement 3: The campus continues to fall short of the district attendance goal, with a rate of 94.3% in 2025 compared to the target of 95%.

Root Cause: Limited parent engagement or understanding of attendance expectations.

Student Learning

Student Learning Summary

Analysis of the 2025 STAAR results reveals varied performance trends across grade levels and subjects. Reading proficiency for 3rd grade remained relatively stable, with 32% of students meeting grade-level expectations compared to 33% in 2024. Notably, 4th and 5th grade reading proficiency improved significantly, increasing from 34% to 46% and 29% to 47%, respectively. Conversely, mathematics performance declined across all examined grades: 3rd grade math meets decreased from 25% to 12%, 4th grade from 39% to 27%, and 5th grade from 23% to 32%, showing slight improvement only in 5th grade but still below 2024 in other grades. Science achievement showed a positive upward trend, rising from 5% to 19% meets.

These results indicate a need to sustain and build upon literacy gains in upper elementary grades while implementing targeted interventions to address the significant declines in mathematics performance, especially in 3rd and 4th grades. Continued focus on science instruction appears to be yielding progress and should be further supported. The campus will prioritize data-driven instructional strategies, professional development, and targeted student support in math to improve outcomes in upcoming assessments.

Walter Moses Burton Elementary administered NWEA MAP Growth assessments in Math, Reading (English), and Reading (Spanish) to monitor student progress during the 2024–2025 school year. The results highlight the need for campus-wide instructional support, targeted interventions, and enriched learning opportunities.

Out of 485 students, the median growth percentile was 34th, indicating that most students are making less than expected progress. Over 54% of students scored in the bottom 40th percentile for growth. Math achievement also declined from Winter (45th percentile) to Spring (38th percentile), with 32% of students scoring in the lowest percentile band and fewer than 10% achieving in the top quintile.

Among the 422 students tested, the median reading growth percentile was 44th, which is just below national expectations. Roughly 47% of students were in the bottom 40th percentile for growth, including 26% in the lowest quintile. Reading achievement declined slightly from Winter (47th percentile) to Spring (44th percentile). In Spring, 29% of students scored in the lowest achievement band, and only 11% reached the top 20% nationally.

A total of 77 students were assessed in Spanish Reading. The median growth percentile was 26th, the lowest among all tested areas. A significant 71% of students scored below the 40th percentile for growth, with 32% in the bottom quintile. Achievement dropped from a Winter median of 47th percentile to 38th in Spring. The percentage of students in the lowest tier increased to 33%, and top-tier performance dropped from 20% to 10%, indicating regression among high performers.

Student Learning Strengths

The 2025 STAAR results highlight notable strengths in student learning, particularly in reading and science. Reading proficiency showed marked growth in upper elementary grades, with 4th grade reading meeting expectations increasing from 34% to 46%, and 5th grade reading rising from 29% to 47%. This upward trend reflects effective literacy instruction and interventions that have successfully supported students in these grades.

Additionally, science achievement demonstrated substantial progress, with the percentage of students meeting expectations increasing from 5% in 2024 to 19% in 2025, signaling positive impacts of focused science instruction and curriculum enhancements.

The NWEA MAP Growth assessments further affirm relative strengths in reading, where the median growth percentile of 44th approaches national expectations, indicating consistent student progress in English reading across the campus.

These areas of growth highlight the campus's capacity to implement targeted instructional strategies and support systems that effectively boost student learning in reading and science. Building upon these strengths will be critical as the campus addresses other areas of need.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the 2025 STAAR assessments, mathematics proficiency declined significantly, with 3rd grade meeting expectations dropping from 25% to 12%, and 4th grade decreasing from 39% to 27%. Although 5th grade showed a slight improvement, overall math achievement remains well below prior year levels.

Root Cause: This decline is likely due to insufficient foundational math skills development in early grades, compounded by inconsistent instructional strategies, limited targeted interventions, and gaps in ongoing progress monitoring that prevent timely support for struggling students.

Problem Statement 2 (Prioritized): While 4th and 5th grade reading proficiency improved on STAAR, overall reading growth remains below national expectations. The median reading growth percentile was 44th, with 47% of students in the bottom 40th percentile. Spanish reading students experienced even more significant challenges, with a median growth percentile of 26th and 71% of students falling below the 40th percentile. Achievement

Root Cause: The limited growth in reading, especially Spanish reading, is driven by inadequate differentiated instruction tailored to bilingual and emergent readers, lack of systematic progress monitoring and intervention in these subgroups. The campus did not have a Bilingual Interventionist for more than 50% of the school year.

School Processes & Programs

School Processes & Programs Summary

Burton Elementary has implemented a comprehensive master schedule that ensures dedicated instructional time for core content areas including literacy, mathematics, science, and social studies. In addition, the schedule provides daily periods for both academic intervention and enrichment through the Sheriff Academy, as well as outclass experiences such as physical education, music, art, and library. The school is committed to utilizing high-quality, TEKS-aligned instructional resources to meet the rigorous academic standards expected of all students. To support targeted student growth, quarterly Student Support Team (SST) meetings are held to monitor the progress of Tier 2 and Tier 3 students, developing data-informed intervention plans tailored to individual needs. Campus leadership actively supports teachers in maximizing instructional time throughout the day.

To foster student engagement and leadership, Burton Elementary offers a variety of student clubs for grades 3–5, including Choir, Student Council, and the National Honor Society. The Sheriff Sidekicks Mentor Program further supports positive student connections. The campus remains dedicated to expanding after-school club offerings to provide well-rounded enrichment opportunities. Each grade level also participates in educational field trips, a tradition the school is committed to continuing in order to provide students with meaningful, real-world learning experiences.

The Campus Performance Advisory Committee (CPAC), composed of representatives from each instructional team, regularly reviews campus data and offers input on academic and behavioral strategies. In addition, staff members serve on various campus committees, including Attendance, Hospitality & Culture, PBIS, and Curriculum, to support a collaborative and well-rounded school environment. Instructional Coaches partner with campus administrators to assess teacher instructional needs and deliver monthly, targeted professional development sessions designed to enhance instructional practices and student achievement.

School Processes & Programs Strengths

To strengthen core instruction, Burton Elementary engaged dedicated Literacy, Math and Science Instructional Coaches to provide ongoing support in Tier 1 Reading and Math instruction. Their work includes guiding unit planning, leading professional development sessions, and facilitating high-impact Professional Learning Communities (PLCs) to promote collaboration and instructional consistency across grade levels.

To further enhance instructional quality and student engagement, the following evidence-based digital resources were integrated into classroom instruction:

- iXL – to support personalized skill practice and reinforce academic standards
- DreamBox (district-provided) – to deliver adaptive, data-driven math instruction

In support of a positive campus culture, Burton Elementary implemented schoolwide PBIS (Positive Behavioral Interventions and Supports) expectations to foster consistency in behavior management and promote student success. The "Sheriff of the Week" recognition program and monthly celebrations were introduced to highlight student achievement, reinforce positive behavior, and build a sense of pride and community throughout the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in grades PK-2 do not currently have access to extracurricular clubs or enrichment opportunities.

Root Cause: Lack of available staff members willing or able to sponsor additional clubs due to existing workload and responsibilities. Perception that younger students may require more supervision or have limited readiness for structured extracurricular programs.

Problem Statement 2 (Prioritized): Gifted and high-performing students are not consistently engaged in enrichment activities that extend learning beyond grade-level expectations.

Root Cause: Teachers may need further support and resources to implement tiered instruction and extension tasks that meet the needs of GT and high-achieving students.

Perceptions

Perceptions Summary

Communication at Burton Elementary has shown improvement, with 85% of parents reporting they feel informed about their child's academic progress as well as campus activities and updates. A majority of parents acknowledge the presence of staff members available to assist their children when needed. The campus has also implemented a structured drop-off procedure, including parent sign-in expectations, which has been noted as an improvement.

Areas identified for further development include increasing evening event opportunities to better accommodate parent schedules, particularly for programs such as Hispanic Heritage, Black History, and Winter celebrations. To support parent involvement, plans are in place to implement a volunteer sign-up system and offer regular technology support sessions.

Perceptions Strengths

Strengths – Perceptions

- **Effective Communication:** 85% of parents feel informed about their child's academic progress and campus activities, indicating strong communication efforts.
- **Staff Support:** Parents recognize that there are staff members who care about their child and can assist with problems, demonstrating a supportive school environment.
- **Improved Drop-Off Procedures:** The campus has successfully implemented a structured drop-off process with clear parent sign-in expectations, enhancing safety and organization.
- **Diverse Event Scheduling:** Offering events at various times (morning, daytime, evening, and virtual) has increased accessibility and participation for families.
- **Ongoing Family Engagement Efforts:** The presence of a Parent Educator, VIPS coordinator, and planned parent classes supports continuous family involvement and education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):

Parent volunteer opportunities are underutilized, partially due to limited access to technology and a lack of organized systems for volunteer sign-up and engagement.

Root Cause: Absence of a centralized, easy-to-use volunteer sign-up system .

Priority Problem Statements

Problem Statement 1: In the 2025 STAAR assessments, mathematics proficiency declined significantly, with 3rd grade meeting expectations dropping from 25% to 12%, and 4th grade decreasing from 39% to 27%. Although 5th grade showed a slight improvement, overall math achievement remains well below prior year levels.

Root Cause 1: This decline is likely due to insufficient foundational math skills development in early grades, compounded by inconsistent instructional strategies, limited targeted interventions, and gaps in ongoing progress monitoring that prevent timely support for struggling students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While 4th and 5th grade reading proficiency improved on STAAR, overall reading growth remains below national expectations. The median reading growth percentile was 44th, with 47% of students in the bottom 40th percentile. Spanish reading students experienced even more significant challenges, with a median growth percentile of 26th and 71% of students falling below the 40th percentile. Achievement

Root Cause 2: The limited growth in reading, especially Spanish reading, is driven by inadequate differentiated instruction tailored to bilingual and emergent readers, lack of systematic progress monitoring and intervention in these subgroups. The campus did not have a Bilingual Interventionist for more than 50% of the school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 1.95% of students are identified for Gifted and Talented services, which is disproportionately low given the school's size and diversity.

Root Cause 3: Lack of teacher training on identifying giftedness in underrepresented populations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Gifted and high-performing students are not consistently engaged in enrichment activities that extend learning beyond grade-level expectations.

Root Cause 4: Teachers may need further support and resources to implement tiered instruction and extension tasks that meet the needs of GT and high-achieving students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students in grades PK-2 do not currently have access to extracurricular clubs or enrichment opportunities.

Root Cause 5: Lack of available staff members willing or able to sponsor additional clubs due to existing workload and responsibilities. Perception that younger students may require more supervision or have limited readiness for structured extracurricular programs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parent volunteer opportunities are underutilized, partially due to limited access to technology and a lack of organized systems for volunteer sign-up and engagement.

Root Cause 6: Absence of a centralized, easy-to-use volunteer sign-up system .

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026, Burton Elementary will improve overall student achievement by increasing the percentage of students scoring meets on the STAAR Math Assessment from 27% to 37%.

High Priority

Evaluation Data Sources: NWEA MAP Assessments, TELPAS, STAAR, Check points, Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Teachers will use interim assessment data (e.g., unit assessments, MAP Growth, or CBA results) to identify student misconceptions and skill gaps. Based on data analysis, students will receive weekly targeted small group instruction during intervention blocks or Sheriff's Academy. Strategy's Expected Result/Impact: Students will receive personalized support on specific math TEKS, improving mastery and confidence. Improvement in formative and summative math data, leading to higher STAAR Meets performance. Staff Responsible for Monitoring: Math Teachers Instructional Coaches Assistant Principal (Curriculum & Instruction) Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing, job-embedded professional development and PLC time focused on effective math instructional strategies, including the Concrete-Representational-Abstract (CRA) approach, academic vocabulary development, and increasing the rigor of math tasks to match STAAR expectations. Strategy's Expected Result/Impact: Teachers will improve lesson delivery and questioning strategies, increasing student engagement and conceptual understanding. Instructional rigor will be aligned with STAAR, resulting in more students achieving Meets level. Staff Responsible for Monitoring: Instructional Leadership Team Math Instructional Coach Principal/Assistant Principal District Math Support Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, Burton Elementary will improve overall student achievement by increasing the percentage of students scoring meets on the STAAR Reading Assessment from 44% to 54%.

Strategy 1 Details	Reviews			
Strategy 1: Utilize formative and summative assessments (NWEA MAP Reading, CFAs) to identify students reading below grade level and provide tiered reading interventions during a designated intervention block. Progress will be monitored to adjust instruction and groupings. Strategy's Expected Result/Impact: Targeted literacy instruction will close reading skill gaps. Increased student fluency, comprehension, and vocabulary skills. More students performing at or above grade level on the Reading STAAR. Staff Responsible for Monitoring: Reading Interventionists Classroom Teachers Literacy Coach Assistant Principal Principal 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	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development and coaching focused on Structured Literacy components (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension) and ensure alignment of reading materials to appropriate text complexity. Teachers will collaborate in PLCs to plan and calibrate instruction based on the TEKS and STAAR expectations. Strategy's Expected Result/Impact: Increased alignment between Tier 1 instruction and STAAR rigor. Improved teacher instructional practices and student comprehension. Consistent and equitable access to high-quality reading instruction. Staff Responsible for Monitoring: Literacy Coach Classroom Teachers Principal 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	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By June 2026, current 5th-grade students will increase their NWEA Science performance from the 38th percentile, as measured in 4th grade, to at least the 60th percentile, demonstrating significant growth in scientific reasoning and content mastery.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing, job-embedded professional development and PLCs focused on effective science strategies, including analyzing NWEA MAP Science data, inquiry-based learning, academic vocabulary development, hands-on lab experiences, and designing rigorous tasks aligned to STAAR. The science instructional coach will model lessons, conduct labs, co-plan with teachers, provide real-time feedback, and support data-driven instructional decisions to improve student outcomes. Strategy's Expected Result/Impact: Strengthened instructional practices aligned to NWEA MAP Science data. Increased use of inquiry-based learning, academic vocabulary, and hands-on lab experiences. More rigorous science tasks aligned to TEKS, NWEA growth measures, and STAAR expectations. Growth on NWEA MAP Science from the 38th to at least the 60th percentile. Staff Responsible for Monitoring: Instructional Leadership Team Science Instructional Coach Principal/Assistant Principal Teachers Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, Burton Elementary will strengthen its culture of professionalism, accountability, and communication by increasing parent participation in campus events and student involvement in leadership activities by 10%, and improving stakeholder survey results related to school climate and communication.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Parent Participation Logs
- Student Involvement Rosters
- Stakeholder Survey Data
- Communication Logs/Reports
- Staff Climate Survey Results
- Event Feedback Forms
- PLC/ILT Meeting Minutes
- Discipline & Attendance Reports
- Title I Family Engagement Compliance Reports

Strategy 1 Details		Reviews			
Strategy 1: Develop and implement a campus-wide engagement plan that includes monthly parent engagement events, family academic nights, and leadership opportunities for students (e.g., student council, campus greeters, peer mentors). Strategy's Expected Result/Impact: Increases in parent attendance and student participation will foster stronger school-home partnerships. Students will develop ownership in their learning and behavior, promoting a culture of accountability. Strengthened trust and communication with families, reflected in improved survey scores. Staff Responsible for Monitoring: Principal Parent Educator Counselors Grade-Level Teams Assistant Principal TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improve internal and external communication systems by enhancing two-way communication using tools such as parent newsletters, campus social media updates, stakeholder feedback surveys, and a staff communication protocol to ensure professionalism and accountability in all interactions. Strategy's Expected Result/Impact: Consistent communication builds stakeholder trust and transparency. Staff communication improves collaboration, morale, and professional culture. Increased responsiveness to student and parent needs. Staff Responsible for Monitoring: Principal Executive Assistant Campus Secretary Teachers Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, Burton Elementary will ensure that 100% of campus funds are aligned to district and campus goals through a transparent budgeting process that includes stakeholder input, ongoing monitoring, and intentional spending to support instruction, professional development, and student achievement.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Monthly Executive Assistant Budget Meeting Logs
- Campus Budget Reports
- Title I Compliance Documentation
- Fund Allocation Plans
- Stakeholder Surveys

Strategy 1 Details	Reviews			
Strategy 1: Establish a monthly budget review process led by the principal and campus leadership team to ensure expenditures align with the CIP, Title I goals, and district priorities. Adjustments will be made based on student achievement needs and compliance requirements. Strategy's Expected Result/Impact: Increased fiscal responsibility and resource alignment to student achievement priorities Early identification of overspending or misaligned purchases Supports compliance with Title I and state guidelines Staff Responsible for Monitoring: Principal Executive Assistant Campus Leadership Team Title I Coordinator TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen and continue to use a collaborative budgeting process by including staff, parents, and other stakeholders in budget planning meetings (CPAC). Solicit input to prioritize spending that addresses instructional needs, equity, and student supports. Strategy's Expected Result/Impact: Promotes transparency and shared ownership of resource decisions Ensures funding addresses real campus needs and builds trust with families and staff Staff Responsible for Monitoring: Principal CPAC Title I Coordinator Campus Leadership Team TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
134 BURTON	BURTON ELE	BURTON ELE	TEACHER MATH INTRVN ELEM T1	0.5	ARKADIE	KIMBERLY	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	TEACHER GRADE PK	0.5	BROWN	SHLISE	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	AIDE PRE-KINDERGARTEN	0.5	BONNER	SHANTE	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	TEACHER LIT INTRVN	1	HAMILTON	TAMELLA	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	AIDE PRE-KINDERGARTEN	0.5	QUINONESVELEZ	ADALIZ	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	TEACHER GRADE PK BIL	0.5	RAYMOND	LAURA	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	TEACHER GRADE PK BIL	0.5	MARTIN	MARICRUZ	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	AIDE PRE-KINDERGARTEN	0.5	SIMMONS	CINDY	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	AIDE PRE-KINDERGARTEN	0.5	JAUREGUI	MONICA	1 30		134	A	PRINCIPAL ELEM
134 BURTON	BURTON ELE	BURTON ELE	TEACHER GRADE PK	0.5	LEWIS	BRESHIANA	1 30		134	A	PRINCIPAL ELEM