Fort Bend Independent School District

Burton Elementary

2024-2025 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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Demographics

Demographics Summary

Walter Moses Burton Elementary School, part of Fort Bend ISD, is a diverse and inclusive learning community that opened in 1996. The student body is composed of 43% African-American, 48% Hispanic, 2% Asian, 2% White, and 5% identifying as Two or More Races. The school supports a significant number of students through various programs: 26% are Emergent Bilingual, 17% participate in Bilingual programs, 5% are in ESL, 1% are identified as Gifted and Talented, 15% receive Special Education services, 79% are Economically Disadvantaged, and 38% are considered At-Risk. These demographics and programs underscore the school's commitment to addressing the diverse needs of its students and fostering an inclusive educational environment.
Attendance Data:

	Cumulative				
	2019-2020	2020-2021 (Covid-19 Remote)	2021-2022	2022-2023	2023-2024
All Students	**95.8%**	**93.4%**	**92.5%**	**93.0%**	**94.1%**
Ethnicity					
Hispanic/Latino	94.6%	91.6%	90.5%	92.1%	93.4%
American Indian or Alaska Native	94.4%	100.0%	-	89.3%	96.1%
Asian	96.1%	97.4%	85.8%	86.2%	94.0%
Black or African American	96.4%	93.8%	93.5%	93.8%	94.8%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-
White	93.3%	96.8%	95.4%	90.6%	97.6%
Two or More Races	94.9%	92.1%	89.6%	92.6%	93.6%
Gender					
Male	96.1%	93.3%	92.4%	92.8%	93.9%
Female	95.4%	93.4%	92.5%	93.2%	94.2%
Grade					
Early Education	93.4%	95.6%	89.6%	88.5%	96.4%
Pre-Kindergarten	95.3%	90.8%	89.1%	90.3%	92.2%
Kindergarten	95.2%	95.4%	91.6%	92.5%	92.5%
1st	95.3%	94.9%	93.1%	93.1%	93.9%
2nd	95.7%	92.9%	93.2%	94.0%	94.5%
3rd	96.4%	93.6%	93.5%	95.0%	94.6%
4th	95.8%	93.4%	92.9%	93.5%	94.9%
5th	97.2%	90.8%	94.0%	93.6%	95.0%
Special Population					
At Risk	96.3%	92.3%	92.5%	93.7%	94.1%
Early Reading Indicator	95.6%	93.1%	92.5%	92.1%	93.0%
Economic Disadvantage	95.4%	91.7%	91.9%	92.5%	93.6%
Emergent Bilingual	96.7%	95.5%	91.5%	92.7%	93.7%
Foster Care	92.6%	95.3%	95.2%	96.5%	95.2%
Gifted and Talented	96.9%	97.8%	96.6%	97.2%	97.6%
Homeless Status	93.0%	93.4%	91.1%	83.8%	90.3%
Migrant	-	-	-	-	-
Military Connected	91.1%	74.7%	94.5%	94.2%	94.7%
RDSPD	-	-	-	-	-
Section 504	91.4%	89.1%	94.9%	93.8%	96.6%
Special Education	94.1%	91.1%	91.0%	91.5%	93.5%
Unaccompanied Youth	93.9%	89.3%	-	88.5%	97.2%

Burton - Multi-Year Demographic Data

Year	SPED	Bilingual	ESL	EB	GT	Dyslexia	Section 504	Eco Dis
2019 - 2020	14%	0%	8%	10%	1%	3%	4%	73%
2020 - 2021	14%	0%	6%	8%	2%	3%	3%	68%
2021 - 2022	16%	0%	7%	8%	1%	3%	1%	78%
2022 - 2023	14%	0%	9%	10%	3%	2%	2%	81%
2023 - 2024	15%	17%	5%	26%	1%	4%	1%	79%

Year	Hispanic	White	Asian	American Indian	Native Hawaiian	Two Or More	African American
2019 - 2020	23.8%	2.6%	3.3%	0.2%	0.0%	5.2%	64.9%
2020 - 2021	24.3%	2.3%	2.1%	0.0%	0.0%	4.9%	66.5%
2021 - 2022	25.7%	1.7%	2.4%	0.0%	0.0%	5.6%	64.7%
2022 - 2023	25.5%	2.2%	3.3%	0.2%	0.0%	5.3%	63.4%
2023 - 2024	48.3%	1.6%	2.0%	0.2%	0.0%	4.9%	43.1%

Demographics Strengths

Walter Moses Burton Elementary School has demonstrated significant demographic strengths. The overall attendance percentage has improved to 94%, with a goal of reaching 95%. Notably, attendance rates for 2nd to 5th grade students are higher than those for PK to 1st grade. To better support the students in the community, the campus has added primary and bilingual classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): One percent of students are identified as Gifted & Talented. This is a drop from previous school year.
Root Cause: Students are not referred by teachers and parents due to lack of knowledge of gifted learner characteristics.

Problem Statement 2 (Prioritized): PK and Kindergarten attendance rates are below 93%.
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

Student Learning Summary

Student Learning Summary:

STAAR data indicate that overall student achievement in math for grades 3-5 has increased. Growth was observed in the Approaches and Meets categories across all grade levels, except for 5th grade math, where the Meets and above percentage decreased slightly from 24% to 23%. STAAR science scores continue to decline, with only 28% of students meeting the Approaches category. In reading, the STAAR results showed significant growth for 4th grade, increasing from 62% to 84% in the Approaches category, although other grades experienced decreases in the Approaches, Meets, and Masters categories.

According to the EOY BAS assessment, 50% of Kindergarten students, 40% of 1st grade students, and 60% of 2nd grade students are reading at or above grade level. The EOY SEL assessment shows that 48% of Kindergarten students, 68% of 1st grade students, and 73% of 2nd grade students are reading at or above grade level.

Reading REN360 data indicates that students in grades 1-5 showed growth in the At or Above category from the BOY to EOY assessment windows. However, 2nd grade students who took the REN360 Reading assessment in Spanish did not show improvement from BOY to EOY in the At or Above category. Overall, 48.6% of students are proficient in reading, and 62% met the expected growth measure from BOY to EOY according to Reading REN360.

Math REN360 data shows that students in grades 2-5 demonstrated growth in the At or Above category, while 1st grade students' proficiency decreased from 67% to 62%. Students in 1st grade who took the Math REN360 in Spanish showed growth in the At or Above category. Overall, 68% of students are proficient in math, and 66.9% met the expected growth measure from BOY to EOY according to Math REN360.

PreK Circle data reveals that 91% of students are on track in English Phonological Awareness and 89% are on track in Spanish Phonological Awareness. Additionally, 98% of students are on track in Math (English) and 92% are on track in Math (Spanish).

ADD STAAR DATA CHART

WBE BAS Data	BOY (% Reading On/Above Grade Level)	MOY (% Reading On/Above Grade Level)	EOY (% Reading On/Above Grade Level)
Kindergarten		40%	50%

WBE BAS Data	BOY (% Reading On/Above Grade Level)	MOY (% Reading On/Above Grade Level)	EOY (% Reading On/Above Grade Level)
1st Grade	37%	44%	40%
2nd Grade	59%	66%	60%
Kindergarten SEL		32%	48%
1st Grade SEL	71%	47%	68%
2nd Grade SEL	75%	74%	73%

REN 360 - Early Literacy	BOY (% At/Above)	MOY (% At/Above)	EOY (% At/Above)
Kindergarten	39%	61%	54%
1st Grade	40%	43%	45%

REN 360 Reading	BOY (% At/Above)	MOY (% At/Above)	EOY (% At/Above)
Kindergarten			
1st Grade	47%	46%	51%
2nd Grade	35%	46%	52%
3rd Grade	37%	42%	42%
4th Grade	37%	49%	53%
5th Grade	25%	32%	45%

REN 360 - Math	BOY (% At/Above)	MOY (% At/Above)	EOY (% At/Above)
1st Grade	67%	80%	62%
2nd Grade	28%	51%	64%
3rd Grade	56%	65%	69%
4th Grade	63%	68%	77%

REN 360 - Math	BOY (% At/Above)	MOY (% At/Above)	EOY (% At/Above)
5th Grade	56%	59%	63%

PK CIRCLE Data	BOY % On Track	EOY % On Track
Phonological Awareness	93%	91%
Math	95%	98%
Phonological Awareness - Spanish	68%	89%
Math - Spanish	59%	92%

Student Learning Strengths

There has been significant growth in math achievement scores according to STAAR and Ren 360 assessments. Notably, 60% of 2nd graders are reading at or above grade level, with 73% of bilingual 2nd graders achieving the same benchmark. Additionally, 62% of students showed growth in reading, and 67% demonstrated growth in math according to Ren 360. Pre-K students are on track for Kindergarten in Phonological Awareness and Math, as indicated by the PK CIRCLE assessment. Furthermore, Kindergarten Early Literacy proficiency increased from 39% at the beginning of the year to 54% at the end of the year, according to Ren 360.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in reading decreased according to STAAR and Ren 360.
Root Cause: Teachers did not consistently implement guided reading and small group instruction to target specific skills. Students entered the grade level with learning gaps.

Problem Statement 2 (Prioritized): Student performance in science needs improvement (28% at approaches on STAAR)
Root Cause: Teachers did not fully understand the science content in order to teach the skills effectively.

Problem Statement 3 (Prioritized): Students in grades K-1 are not reading on or above grade level at the end of the school year.

Root Cause: Inconsistent implementation of guided reading. New teachers to teaching the ELA content and a need to understand the curriculum to provide effective Tier 1 instruction.

Problem Statement 4 (Prioritized): 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

School Processes & Programs Summary

Burton Elementary has established a comprehensive master schedule that allocates dedicated time for literacy, math, science, and social studies. The schedule also includes daily periods for intervention/enrichment (Sheriff Academy) and outclass activities such as PE, music, art, and library. The school prioritizes the use of high-quality resources aligned with the rigor of the TEKS. Quarterly SST meetings are held to review the progress of Tier 2 and Tier 3 students, developing intervention plans and next steps based on their needs. Campus leadership provides support to teachers to optimize instructional time throughout the school day.

Burton Elementary has introduced various student clubs for 3rd to 5th graders, including Choir, Student Council, and National Honor Society, along with the Sheriff Sidekicks Mentor Program. The school remains committed to offering after-school club opportunities. Educational field trips were organized for each grade level this year, and this practice will continue to ensure enriching learning experiences for students.

The CPAC, comprising representatives from each team, reviews data and provides input on decisions related to academic achievement and student behavior strategies. Staff members also volunteer for other campus committees such as Attendance, Hospitality/Culture, PBIS, and Curriculum Committees. Additionally, campus Instructional Coaches collaborate with administrators to identify teacher instructional needs and provide monthly professional learning sessions tailored to those needs.

School Processes & Programs Strengths

Literacy and Math Instructional Coaches were engaged to provide ongoing support in Reading and Math Tier 1 instruction, unit planning, professional development, and facilitation of PLC sessions. To enhance instructional quality, the following resources were acquired:

- Think Up! Resources
- Zingers (Reading, Math, and Science)
- iReady
- DreamBox (district provided)

Additionally, the school implemented PBIS expectations across the campus, along with the Sheriff of the Week program and monthly celebrations to recognize and motivate students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

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

Problem Statement 3 (Prioritized): Campus interventions (Tier 3) with specialists only targeted a small amount of students.
Root Cause: There is a need for more staff to help with math interventions.

Perceptions

Perceptions Summary

At the beginning of the year, the campus mission and vision were reviewed, and Guidelines for Success were established and communicated to all stakeholders.

According to the 2024 Staff and Parent Climate Surveys:

74% of parents rated the campus as Excellent or Good.

73% of staff rated the campus as Excellent, Good, or Fair.

However, safety and behavior remain concerns for campus staff, particularly regarding the fair enforcement of discipline (23%) and mutual respect between staff members and students (41%). To address these issues, we will continue to host monthly family engagement events to encourage parental involvement. Additionally, we will introduce an extra family night, featuring the Children's Museum of Houston, to host family stations aimed at building math and science skills.

To maintain an ongoing understanding of campus dynamics, a leadership club comprising 4th and 5th graders will meet monthly with administrators to discuss school events and provide feedback. Furthermore, administrators will implement a system for teachers to request meetings and offer feedback at any time through a Microsoft form, which will be reviewed by the administration.

Perceptions Strengths

Parents and staff report feeling safe at the school. Parents express satisfaction with the family involvement and volunteer opportunities available on campus. In surveys, 79% of parents rated school leadership as "strongly agree" or "agree," and 83% rated family involvement similarly. Students feel that there is a teacher or staff member who cares about them and believe that the school rules are generally fair. Additionally, the mentor program for 4th and 5th grade boys has continued successfully.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: Student achievement in reading decreased according to STAAR and Ren 360.
Root Cause 1: Teachers did not consistently implement guided reading and small group instruction to target specific skills. Students entered the grade level with learning gaps.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student performance in science needs improvement (28% at approaches on STAAR)
Root Cause 2: Teachers did not fully understand the science content in order to teach the skills effectively.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: 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.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus discipline infractions increased.
Root Cause 4: Students lacked the social/emotional skills/strategies to deescalate or know how to to control their emotions when becoming upset or frustrated. Students did not have the tools on how to collaborate with others effectively.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents do not engage in parent classes that are offered by the Parent Educator on a consistent basis.
Root Cause 5: Parent classes were offered during the school day and parents were not always aware of what classes were offered.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: One percent of students are identified as Gifted & Talented. This is a drop from previous school year.
Root Cause 6: Students are not referred by teachers and parents due to lack of knowledge of gifted learner characteristics.
Problem Statement 6 Areas: Demographics

Problem Statement 7: PK and Kindergarten attendance rates are below 93%.
Root Cause 7: The campus needs to make parents fully aware of the consequences of students missing school or consistently arriving to school late.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Evening engagement activities were well attended, however data shows a lower number of families attending.

Root Cause 8: System to have parents sign-in for events was the most effective to track family attendance.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students in grades K-1 are not reading on or above grade level at the end of the school year.

Root Cause 9: Inconsistent implementation of guided reading. New teachers to teaching the ELA content and a need to understand the curriculum to provide effective Tier 1 instruction.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students are not performing at the Meets & Masters levels according to STAAR in reading, math, and science.

Root Cause 10: Students have learning gaps. Teachers are not providing instruction at higher levels or providing students enrichment opportunities.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Campus interventions (Tier 3) with specialists only targeted a small amount of students.

Root Cause 11: There is a need for more staff to help with math interventions.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Increase in level 2 discipline referrals for fighting and level one disrupting the educational environment

Root Cause 12: Students need lessons and modeling on how to handle conflicts and appropriate school behaviors.

Problem Statement 12 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
- RDA 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
- Texas approved PreK - 2nd grade assessment data
- 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 2025, Burton Elementary will improve student readiness in literacy, numeracy and science instruction through TIER 1 instruction that is responsive to ALL students' needs as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative Evidence:
*By October 2024, December 2024, and February 2025, increase the percentage of classrooms aligned to the instructional model by 5%
*By October 2024, December 2024, and February 2025, increase the alignment to campus focus for small group instruction/targeted interventions by 3%
*Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention
*From BOY to MOY, Increase student growth on NWEA MAP at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
* By October 2024, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

*By May 2025, increase performance on STAAR Meets Grade Level performance in Reading by 3%
*By May 2025, increase performance on STAAR Meets Grade Level performance in Math by 3%
*By May 2025, increase performance on STAAR Meets Grade Level performance in Science from 3%
*By May 2025, increase percentages of students meeting SGP from BOY to EOY NWEA MAP Reading by 3%
*By May 2025, increase percentages of students meeting SGP from BOY to EOY NWEA MAP Math by 3%
* By May 2025, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

Strategy 1 Details	Reviews			
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.	Formative			Summative
	Oct	Dec	Feb	June
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. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Grade Level Teachers **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	25%	35%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Leadership team will develop a campus calendar that indicates dedicated time for ongoing job-embedded professional development focused on differentiated instruction to meet the needs of all students including SPED and EB students.	Formative			Summative
	Oct	Dec	Feb	June
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. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Teacher Leaders **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 **Funding Sources:** Supplemental Pay - 211 Title I-A - $1,500	20%	35%	55%	

Strategy 3 Details	Reviews			
Strategy 3: Tiered instruction and behavior interventions will be planned, executed, and documented by teachers. PLCs will focus on identifying appropriate resources and strategies to use for interventions/enrichment, determine effectiveness of interventions and discuss next steps for student support.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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. Growth will be tracked and plans for remediation will be created to ensure progress of all students. **Staff Responsible for Monitoring:** Principal, Asst Principal, LIT, math interventionist, teachers **Title I:** 2.4, 2.6 - **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 - **Targeted Support Strategy** **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	20%	35%	55%	

Strategy 4 Details	Reviews			
Strategy 4: Science Teachers in grades K-5 will receive on-going support/coaching from Science Instructional Coach in the area of science instruction and assessment.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Administrators, Grade Level Teachers, District Leaders **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Coaching Support - 211 Title I-A, Science Instructional Materials - 211 Title I-A	20%	35%	60%	

Strategy 5 Details	Reviews			
Strategy 5: WBE COGS (Champion of Gifted Students) and G/T Administrator will ensure individual learning plans are created, adopted, and implemented for students identified as Gifted and Talented.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students identified as G/T will have access to instruction that supports their creativity and learning needs for continued academic and social emotional growth. **Staff Responsible for Monitoring:** COG Administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	20%	35%	55%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 2025, Burton Elementary will improve student behavior by integrating comprehensive social-emotional learning for all students, implementing school-wide positive behavioral systems, and promoting a positive school culture and climate, as evidenced through the indicators of success.

Indicators of Success: Indicators of Success:

Formative Evidence:
* Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

Summative Evidence:
* Decrease the annual ISS/OSS and DAEP Placement Data for all students
* Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
*Increase the timely communication from 57% to 75% according to the the Parent Culture and Climate Survey.
*Increase the opportunities from 64% to 74% to inform students and parents of the teachers, counselor, or other staff members to whom a they can go to for help with a personal problem according to the Parent Culture and Climate Survey.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will receive training on the implementation of PBIS strategies to create a systemic approach to behavioral intervention for students with clearly defined language across the campus. Students will have classroom environment options to maximize instruction in various modes to support the full range of teaching and learning styles.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
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 **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Student Incentives - 211 Title I-A	25%	35%	35%	

Strategy 2 Details	Reviews			
Strategy 2: All students will participate in monthly guidance lessons. The implementation of Community Circles and counseling supports will be utilized to address the SEL needs of all students and staff.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Improve classroom cultures in all classrooms. Improvement in conflict resolution strategies. **Staff Responsible for Monitoring:** Administrators, Counselor, Classroom Teachers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	15%	35%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2025, 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: Formative Evidence:
* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:
* Increase parent response on the annual Title I survey by 5%
* Increase parent participation in school-wide events (attendance and sign-in sheets)
* Decrease the number of students with 10 or more absences
* Improve the yearly attendance rate by .25% when compared to the 2023-2024 school year by May 2025
* By May 2025, 50% of teachers will refer at least two students during the end of the year referral window for Fall 2024 GT testing
*Increase from 74% to 84% communication to ensure parents are informed about community organizations that support students at this school according to the Parent Culture and Climate Survey.

Strategy 1 Details		Reviews			
Strategy 1: Foster and support social-emotional learning among students, staff, and the community through Whole Child Health initiatives, campus wellness events, and parent education opportunities.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase family engagement and participation in school-sponsored events. **Staff Responsible for Monitoring:** Principal, Parent Educator, Instructional Coaches **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Children's Museum Family Engagement -Parent Stars - 211 Title I-A - $2,850		20%	35%	55%	

Strategy 2 Details				**Reviews**			
Strategy 2: Enhance student engagement by increasing active participation in various campus student clubs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student ownership of behavior and improve pride in campus.				**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Assistant Principal and Club Sponsors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				20%	35%	55%	

Strategy 3 Details				**Reviews**			
Strategy 3: Teachers and parents will enhance their understanding of the characteristics of gifted learners and will make referrals for GT (Gifted and Talented) testing based on the characteristics.				**Formative**			**Summative**
				Oct	**Dec**	**Feb**	**June**
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. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Counselor **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				20%	35%	55%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

State Compensatory

Budget for Burton Elementary

Total SCE Funds: $2,843.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). We also fund tutorial supplemental pay as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Title I Personnel

Name	Position	Program	FTE
Erika Elliott	Literacy Instructional Coach		Full
Kimbelry Arkdaie	Math Interventionist		Full
Ronnye Baldwin	Math Instructional Coach		Full

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 General Fund SCE</td></tr>
<tr><td>Goal</td><td>Performance Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>After-school tutorials and Saturday Camps instructional supplies & resources and supplemental pay</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 Title I-A</td></tr>
<tr><td>Goal</td><td>Performance Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Supplemental Pay</td><td></td><td>$1,500.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Intervention & tutorial materials and supplemental pay</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Science Instructional Materials</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Coaching Support</td><td></td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>Student Incentives</td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Children's Museum Family Engagement -Parent Stars</td><td></td><td>$2,850.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$4,350.00</td></tr>
</table>