

# BURLEY PRIMARY

## Campus Improvement Plan

### 2023/2024



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DMAC Solutions ®

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## **Vision**

*Lufkin...your best choice for education!*

## **Mission**

*To educate and equip all students for success through exceptional learning experiences*

## **Beliefs**

*We believe Lufkin ISD staff is our greatest asset.*

*We believe all students can learn.*

*We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.*

*We believe Lufkin ISD must continually progress in everything we do.*

*We believe Lufkin ISD is the district of choice.*

*We believe our community's involvement and diversity are essential for maximizing student learning.*

# Lufkin ISD

## Goals & Objectives

### **Goal 1: Demonstrate sustained growth in student academic achievement**

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

### **Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment**

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

### **Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale**

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

# BURLEY PRIMARY Site Base

Name	Position
Clifton, Yaneth	Principal
Munoz, Julie	Assistant Principal
Oates, Caroline	Instructional Coach
Jay, Michelle	Counselor
Cuellar, Maria	Literacy Specialist
Falcon, Lus	Teacher
Bearden, Ramona	Teacher
Bantz, Cinthya	Teacher
Martinez, Ofelia	Parent Partner
Neill, Erika	Community Partner

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- The campus offers multiple language acquisition programs – One-Way Dual (OWD), Two-Way Dual (TWD) & ESL
- The Two-Way Dual Magnet program attracts students from across the district and nearby districts
- Students enrolled in Dual Language programs receive instruction in both Spanish and English to promote success in their native language and second language
- One-Way Dual students focus on the development of English Oral language through explicit instruction & computer-based programs (Summit K12)
- Special Education teacher meets the needs of all IEPs
- Counselor administers weekly guidance lessons in the library which include but are not limited to bullying, conflict resolution, and social skills
- The administrative team collaborated on ways to continue to promote a positive school environment
- Interventions are being implemented in both English and Spanish to increase student achievement
- Bilingual assistant principal to assist with communication with Hispanic parents and students
- Behavior Paraprofessional to assist with RTI-B student needs, and discipline issues, and to provide support as needed by students

### Demographics Weaknesses

- Opportunities for parents to learn instructional strategies that can be used at home
- Increase support for students learning Spanish as a second language
- Provide math intervention to Tier III students based on data and teacher input for all students
- Implement a campus-wide behavior system to improve behavior campus-wide
- Monitoring of T-TESS teacher goals to check the progress made throughout the year
- Collaboration with DOI personnel regarding meeting the academic needs of students in Bilingual programs - OWD and TWD
- Provide training for Behavioral Para to better support student needs
- Provide social and emotional support for our staff and students

### Demographics Needs

- Provide opportunities for parents to learn appropriate instructional strategies that can be used at home to assist students at home
- Implement Risas y Sonrisas & Imagination Espanol to support students' Spanish language development
- Create an intervention plan that allows for Tier III students to receive math and reading intervention
- Provide Staff Development for OWD and TWD teachers to implement instructional practices that address the needs of Spanish and English language learners
- Provide Staff Development for OWD and TWD teachers to understand the program expectations/goals
- Work with behavioral para to better support student needs in and out of the classroom

# Comprehensive Needs Assessment

## Demographics Needs (Continued)

- Provide social and emotional support for our students by continuing SEL lessons through the Thinking Thursday schedule
- Provide social and emotional support for our staff by providing opportunities for feedback/check-ins throughout the year
- Plan learning journeys to allow students the opportunity to experience learning outside the classroom
- Implement strategies for cross-linguistic connections & oral language development for students

## Demographics Summary

Maximize student achievement by empowering both teachers and parents with effective teaching strategies to support student learning including software to assist in the development of language acquisition. In addition, provide intervention for core subject areas for any student that falls below benchmark. (Intervention includes RtI/B and social emotional support.) As we encourage student growth, we must also focus on developing our staff by providing staff development for teachers that focus on the best teaching practices to enhance student learning.

## Student Achievement

### Student Achievement Strengths

- Accelerated Reader used to monitor student progress set goals, and provide awards for student achievement (2nd Grade)
- Addressed the needs of struggling students through an intervention schedule
- Teacher Talks were held to analyze student data and identify students needing additional support
- Gained Gifted and Talented training and/or certification for most Dual Language Magnet teachers
- Opportunity for grade-level academic planning and professional development on Flex Day
- Young Scholars program is offered to second-grade students as an enrichment

### Student Achievement Weaknesses

- Promotion of literacy achievement and initiatives to motivate students K-2
- Address the concerns raised by data regarding any academic gaps due to COVID-19
- Assess students' progress or regression using screeners, teacher/parent input, and grades
- Increase rigor for students, especially those that are on and above grade level in all programs
- Provide PD for Spanish teachers in Reading and Language Arts

# Comprehensive Needs Assessment

## Student Achievement Needs

- Establish a campus-wide literacy promotion program that recognizes students multiple times throughout the year in grades K-2
- Analyze student data – paying close attention to gaps due to COVID-19
- Assess students' progress or regression using screeners, teacher/parent input, and grades
- Plan intentional opportunities during instruction to increase rigor for above-grade-level students in all programs
- Partner with the Bilingual Department to provide professional development for Spanish instruction teachers in the areas of Reading and Language Arts
- Provide opportunities for teachers to share new ideas and positive strategies
- Plan to address academic gaps in all programs due to lack of language proficiency and/or COVID-19 pandemic

## Student Achievement Summary

As a campus we want to establish a campus-wide literacy promotion program that recognizes students for meeting reading goals multiple times throughout the year. Teachers will analyze student data – paying close attention to gaps in order to plan intentional opportunities to increase rigor.

Continue to focus on providing effective professional development for English and Spanish instruction teachers and provide opportunities for teachers to share new ideas and positive strategies.

## School Culture and Climate

### School Culture and Climate Strengths

- Utilized Remind and ClassDojo systems to communicate with parents and stakeholders
- The campus administrative team communicates effectively with staff through emails, newsletters, and Remind
- Campus-wide expectations for student behavior inside and outside of the classroom
- Burley PTO supports the efforts of staff morale and purchases campus resources
- Encouraged students to attend school by providing attendance incentives
- Use of Class Dojo for immediate communication between parents and teachers and to provide behavior incentives.
- The school provided opportunities for parents to be on campus such as Cinco de Mayo, Field Day, Turkey Trot
- The administrative team collaborated on ways to promote a positive school environment
- PBIS committee met to discuss ways to minimize discipline issues across the campus
- Campus-wide recognition of behavior - Super Bobcats, announcements, & small tokens
- Provided after-school enrichment through Century 21st Grant – The Clubhouse
- District training for all staff in dealing with trauma
- Counselor administers weekly guidance lessons from a research-based curriculum
- Safety drill schedule maintained for fires, bad weather, and campus lockdown

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

- Update Campus Crisis Plan to secure the safety of students, if needed in an emergency
- Campus safety procedures in place i.e. - doors locked, yellow emergency buckets
- Procedures for all campus visitors including the use of Raptor software system, limited access through the front office only, and required visitor ID badges

## School Culture and Climate Weaknesses

- Reading and math incentives to encourage students to read and show growth
- Improve connectivity of parents to Class Dojo
- Continue to address the loss of instructional time due to late arrivals and early departures
- Continue to implement, improve, and train staff on Burley Primary's Emergency Operations Plan and conduct monthly fire drills/other drills.
- Trauma-informed training, mental health/suicide prevention, and threat assessment are needed for new teachers

## School Culture and Climate Needs

- Create a system that recognizes student achievements in reading and math to encourage student growth in that area
- 100% of parents connected to Class Dojo in the first two weeks of school
- Train all staff on Burley's Emergency Operations Plan
- Continue training and drills for staff and students with the goal of efficiency and speed
- Train staff in the understanding of the different types of drills conducted – i.e. fire, lockdown, shelter in place
- Increase positive communication and collaboration with all parents
- Provide multiple opportunities for incentives throughout the year to address attendance, tardies, and early departures

## School Culture and Climate Summary

In order to create a culture of continuous growth, we need to create a system that recognizes student achievements in reading and math. In addition, provide an opportunity for students to receive recognition/incentives for meeting campus expectations (The Burley Way). Our school climate needs to be one of partnership between home and school; therefore, having 100% of parents connected to Class Dojo is imperative. In addition, we need to ensure that all Burley stakeholders are aware of our safety measures.

## Staff Quality, Recruitment and Retention



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

- The majority of teachers are ESL certified and/or bilingually certified
- Dual Language Magnet teachers are Gifted and Talented trained
- Teacher mentors are provided for new teachers
- Staff team-building opportunities provided - i.e. Staff Halloween Party, Christmas Party, Spring Fling
- Flex day is used for professional grade-level development and planning
- Supportive campus leadership team
- Continue to provide opportunities for growth in training and certification for all staff
- T-TESS goals set by all professional staff
- Consistent planning opportunities for teachers and time available to prepare for instruction
- Campus interventionist trained by instructional coach and literacy specialist
- Time provided to teachers to observe other teachers in targeted subject areas or activities
- Behavior interventionist is available to assist with behaviors throughout the day

## Staff Quality, Recruitment and Retention Weaknesses

- Continue to seek certification for all teaching assignments
- Provide support and training to integrate technology into instructional lessons
- Continue to strengthen the understanding/implementation of programs used with the curriculum
- Continue to research quality professional development to support the implementation of Bilingual programs
- Intentional development of oral language and cross-linguistic connections
- Hire staff members that reflect the students we serve

## Staff Quality, Recruitment and Retention Needs

- Assist current staff members in getting ESL/Bilingual Certification
- Provide staff development that targets the use of technology to enhance the learning of a concept and not just the use of technology as a tool to present the lesson
- Continue training/refresh understanding of supplemental programs used with the curriculum
- Partner with the Bilingual/Gifted and Talented Department to bring quality professional development for our TWD teachers to maximize student achievement in the program
- Be intentional about hiring a diverse staff
- Guide teachers to intentionally focus on oral language development and enhancing cross-linguistic connections during instruction

## Staff Quality, Recruitment and Retention Summary

# Comprehensive Needs Assessment

To ensure the success of our students, staff must have the appropriate certifications for the teaching positions assigned. In addition, we must continue training/refresh understanding of supplemental programs used with the curriculum and bring quality professional development for our teachers. Such as the use of technology to enhance learning. As a campus, we must continue to be intentional about hiring a diverse staff.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

- Aligned K-2 district curriculum (TEKS Resource - Reading & Math)
- Campus instructional coach support with
  - interpretation and implementation of the district curriculum
  - interpretation of content standards
- District Bilingual instructional coach supports campus programs
  - instructional support
  - understanding the implementation of bilingual programs
- Weekly extended planning period dedicated to lesson planning & sharing resources
- Collaborative lesson planning across the different programs - TWD, OWD, & ACA (Academic)
- Emergent bilingual students enrolled in the One-Way Dual program receive instruction in Spanish and English daily, with an emphasis on their native language
- English and Spanish speakers enrolled in the Two-Way Dual Magnet program receive English and Spanish instruction to promote language acquisition
- Focus on including higher-order questions in lessons to promote critical thinking skills
- Incorporation of technology into all core subject lessons
- One-Way Dual program benefited from a bilingual interventionist designated to support within classrooms and/or small group pull-outs
- Data meetings are regularly scheduled to discuss student progress
- Teachers set growth goals based on student data
- Campus growth goal: 70%

### Curriculum, Instruction and Assessment Weaknesses

- Deliver effective math lessons – whole group and small group
- Implement a plan for the effective use of DreamBox Math program
- Develop grade-appropriate writing skills K-2
- Support Spanish instruction in OWD to facilitate EB students' transition to English
- Develop a practice of using student data to drive instruction
- Use student data to drive math intervention/enrichment
- Use student data to drive reading intervention/enrichment

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

- Communicate intentionally with parents (Remind, phone calls, and ClassDojo) to support student's academic and social-emotional needs within and outside of the classroom
- Provide parents of students in OWD and TWD with more guidance for student success in meeting program goals

## Curriculum, Instruction and Assessment Needs

- Plan math lessons that include hands-on activities
- Development and implementation campus-wide of Dreambox for all students
- Admin Team and Teachers regularly monitor and analyze Dreambox usage and data reports
- Integrate writing into other subject areas to ensure sufficient time for writing
- Provide PD for Spanish instruction teachers to support effective Spanish instruction in OWD to facilitate Emergent Bilingual (EB) students' transition to English
- Develop a PLC cycle that allows teachers and administrators an opportunity to review student data
- Use student data to make instructional decisions for small-group and whole-group instruction in both reading and math
- Use student data to create intervention/enrichment group lessons for both reading and math Plan opportunities for teachers to communicate intentionally with parents regarding student progress – i.e. welcome call, after the beginning of year screeners, after the reading period...
- Host parent nights that allow parents an opportunity to visit the campus – i.e. Open House, Literacy Night, One Way Dual Night - Pizza y Padres, Math Night
- Provide students opportunities for S.T.E.M. learning through a S.T.R.E.A.M. Lab

## Curriculum, Instruction and Assessment Summary

As a campus we will focus on effective instruction by planning hands-on lessons and the effective use of district programs such as Dreambox. In addition, integrate writing into core subjects in order to ensure sufficient time for writing. The Admin team will develop a PLC cycle that focuses on planning effective lessons and allows teachers an opportunity to share ideas and strategies while including reviews of student data in order to drive instruction and plan interventions.

Continue to involve all stakeholders in the education of our students by planning opportunities for teachers to communicate student progress to students and host parent nights that allow parents an opportunity to visit the campus – i.e. Open House, Literacy Night, One Way Dual Night - Pizza y Padres, Math Night

## Family and Community Involvement

### Family and Community Involvement Strengths

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- Participation in the Foster Grandparent Program
- Corporate sponsorships of Burley attendance and behavior incentives
- Celebration of cultures
- Positive parent contact is made through Class Dojo, Remind, and social media to highlight positive campus life and campus-wide events
- Involved Burley PTO and parent involvement
- Community partners – i.e. Chick-Fil-A, Whataburger, Cane's ...

## Family and Community Involvement Weaknesses

- Recruitment of Spanish-speaking volunteers on campus
- Increase the social media exposure highlighting positive campus life and campus-wide events
- Recognition for the contributions of our community partners
- Collaboration with Slack Elementary with more emphasis on grade and program vertical alignment
- Potential parents need to be well informed about all available programs

## Family and Community Involvement Needs

- Recruit parents to join Burley PTO
- Recognize the contributions of our community partners on social media or by sending thank you cards written by the admin team and/or students
- Collaborate with Slack Elementary on grade/program vertical alignment
- Recruit more minority parents to volunteer at Burley Primary
- Communicate the program goals of all programs to assure the placement of students
- Obtain 100% parent participation in Class Dojo and Remind
- Make a plan for intentional positive contact with parents regarding both student academic progress and behavior
- Encourage parent involvement in after-school activities

## Family and Community Involvement Summary

Continue to recruit a diverse group of parents to join Burley PTO in order to increase parent involvement on campus. Recognize the contributions of our community partners on social media or by sending thank you cards written by the admin team and/or students.

Continue to encourage parent involvement by working towards obtaining 100% parent participation on Class Dojo and Remind. In addition, make a plan for intentional positive

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

contact with parents and encourage parent involvement in after-school activities.

## School Context and Organization

### School Context and Organization Strengths

- Effective campus communication with all stakeholders
- The administrative team readily accessible to teachers
- Instructional aides are utilized to improve student achievement
- Grade level collaboration
- Teachers received support and feedback from the administration team via pre-conferences, walkthroughs, observations, and post-conferences
- Updates and reminders through email, Remind, newsletters, Class Dojo, etc.
- Weekly Burley administration meeting to discuss events and activities and planning

### School Context and Organization Weaknesses

- Clearly defined student expectations (PBIS)
- Increase parent attendance at campus events
- Continue appropriate professional development for instructional paraprofessionals for all programs used for intervention – i.e. DRI, mClass
- Provide professional development to assist with specific program needs
- Provide more professional development in behavioral RTI-B strategies

### School Context and Organization Needs

- Recruit parents to work with and serve as officers of Burley PTO
- Promote campus events to increase parent attendance
- Train instructional paraprofessionals on programs used for intervention – i.e. DRI, mClass
- Provide professional development to assist with specific program needs
- Provide professional development for classroom teachers in behavioral RTI-B strategies
- Planning meetings with an appropriate time frame for planning and teacher collaboration
- Provide leadership opportunities on campus for staff members and encourage continued education for future leaders

# Comprehensive Needs Assessment

## School Context and Organization Summary

The administrative team will work to promote campus events in order to increase parent attendance. The administrative team will focus on training for all staff (paraprofessionals, teachers and support staff) in the areas of intervention programs, behavioral RtI-B strategies and effective lesson planning that will meet the program needs through collaboration with campus and district personnel. In addition, administrators will provide leadership opportunities on campus for staff members and encourage continued education for future leaders.

## Technology

### Technology Strengths

- Campus-level webmaster consistently updates campus webpage
- Campus-wide use of ClassDojo to communicate with families
- Remind is utilized by administrators to communicate with parents and staff
- Utilization of Frontline for documenting staff development training, walkthroughs, and observations
- Cameras placed in the interior to ensure campus security and safety

### Technology Weaknesses

- Continued training is needed for current technology programs and digital learning on campus
- Support teachers' use of ClassDojo by providing campus-wide incentives
- Training and more guidance for parents to utilize Parent Portal for reviewing online grades

### Technology Needs

- Continue training for digital learning on campus
- Administrative staff to utilize Class Dojo and Remind to contact parents
- Implementation of a program to reward students based on ClassDojo to promote positive behavior and campus-wide use

### Technology Summary

# Comprehensive Needs Assessment

## Technology Summary (Continued)

Continue training for digital learning on campus. The administrative team will utilize Class Dojo and Remind to contact parents. Develop a program to reward students based on ClassDojo to promote positive behavior and campus-wide use of PBIS strategies.

# BURLEY PRIMARY

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 1.** (Student Academic Achievement) Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement an effective language arts curriculum that develops grade-appropriate writing skills for students K-2. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Improvement of student writing skills as demonstrated through formative and summative assessments.
2. Support Spanish instruction in OWD to facilitate EB students' transition to English (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 2) (ESF: 5,5.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: TELPAS
3. Use student data to drive reading and math intervention/enrichment. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5,2,5.3,5.4)	Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	Ongoing	(O)N/A	Criteria: Students demonstrate growth in both reading and math as demonstrated on formative and summative assessments.
4. Increase support for Spanish Language Learners enrolled in Two-Way Dual program. (Title I SW Elements: 2.5) (Target Group: BI) (Strategic Priorities: 3) (ESF: 5,5.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Students demonstrate growth on district summative assessment.
5. Provide professional development to assist with specific program needs. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB,SPED,GT) (Strategic Priorities: 1,2)	Assistant Principal(s), Instructional Coach, Principal	Ongoing	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Surveys Sign-ins T-TESS Observations & Walkthroughs
6. Continue appropriate professional development for instructional paraprofessionals for all programs used for intervention - i.e. DRI, mClass (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	Instructional Coach, Paraprofessional(s)	Ongoing	(O)N/A	Criteria: Students show growth on summative assessments at the middle and end of the school year.
7. Assess students' progress or regression using screeners, teacher/parent input, and	Assistant Principal(s), Instructional Coach, Principal,	BOY, MOY and EOY	(O)N/A	Criteria: Students show growth on mClass and DreamBox screeners.



# BURLEY PRIMARY

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 1.** (Student Academic Achievement) Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
grades. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1)	Teacher(s)			

# BURLEY PRIMARY

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 2.** (Student Attendance) Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a system that positively recognizes student attendance and punctuality. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal	Ongoing	(L)Local Funds	Criteria: Increase in student attendance as shown in Skyward data.
2. Continue to address the loss of instructional time due to late arrivals and early departures. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,5,5.1,5.4)	Assistant Principal(s), Instructional Coach, Principal	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Summative data of students with late arrival/early pickup will reflect on-grade level data.

# BURLEY PRIMARY

**Goal 1.** Demonstrate sustained growth in student academic achievement

**Objective 3.** (Graduation/College Readiness) Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading and math incentives to encourage students to read and show growth in math. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5,5.1,5.4)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title III Bilingual / ESL, (L)Local Funds	Criteria: Growth in reading skills as shown in mClass data Growth in math skills as shown in DreamBox data
2. Increase rigor for students, especially those that are on and above grade level in all programs. (Title I SW Elements: 2.5) (Target Group: All,BI,GT) (ESF: 5,5.1,5.2,5.3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Effective strategies to address the need of GT/Higher level learners. Teacher lesson plans include rigor. Teacher walkthroughs showing evidence of strategies being used.

# BURLEY PRIMARY

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer staff trauma-informed training, mental health/suicide prevention training, and threat assessment training. (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.3)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(O)N/A	Criteria: Sign-in sheets of meetings addressing the social/emotional needs of students.
2. Continue to maintain a secure campus by requiring all visitors to check in at the office before entering any part of the building where students are housed. (Title I SW Elements: 1.1)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, Teacher(s)	Ongoing	(O)N/A	Criteria: Visitor logs
3. Campus exterior doors and interior doors will remain locked. (Title I SW Elements: 1.1)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal	Ongoing	(O)N/A	Criteria: Log of daily door checks

# BURLEY PRIMARY

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a behavior system to improve behavior on the campus and in the classroom. (Title I SW Elements: 1.1) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Ongoing	(L)Local Funds, (O)Activity Funds	Criteria: Improvement of student behavior - fewer referrals to the office Common campus expectations followed - The Burley Way Classroom expectations mirror campus expectations - The Burley Way as a guide for classroom rules Teachers provide consequence/reward systems for behavior
2. Clearly defined student expectations (PBIS) in main areas of the campus and in the classroom. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Principal	Ongoing	(O)N/A	Criteria: Student office referrals will show a decrease and classroom management will be at proficient or higher on T-TESS walkthroughs.  Improvement of student behavior - fewer referrals to the office Common campus expectations followed - The Burley Way Classroom expectations mirror campus expectations - The Burley Way as a guide for classroom rules Teachers provide consequence/reward systems for behavior
3. Provide more professional development in behavioral RtI-B strategies for classroom teachers. (Title I SW Elements: 1.1) (Strategic Priorities: 3) (ESF: 3.2)	Assistant Principal(s), Behavior Paraprofessional	Ongoing	(L)Local Funds, (S)State Compensatory	Criteria: Improvement of student behavior - fewer referrals to the office Common campus expectations

# BURLEY PRIMARY

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				followed - The Burley Way Classroom expectations mirror campus expectations - The Burley Way as a guide for classroom rules Teachers provide consequence/reward systems for behavior

# BURLEY PRIMARY

**Goal 2.** Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide social and emotional support for our staff and students (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(L)Local Funds, (O)Activity Funds	Criteria: Improvement in student behavior Student attendance increases Staff attendance increases Positive campus atmosphere

# BURLEY PRIMARY

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 1.** Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promotion of literacy achievement and initiatives to motivate students K-2 to increase reading and math levels. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(O)N/A	Criteria: The establishment of an Incentives Plan put into action. Record of the number of students that achieve goals set for the grade level.
2. Create student clubs that give students opportunities to be leaders on campus. i.e. Green Bobcats - to care for the gardens (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,5)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(L)Local Funds, (O)Activity Funds	Criteria: Student participation



# BURLEY PRIMARY

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 2.** Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities to teach parents instructional strategies that can be used at home in order to help students master skills taught at school. (Title I SW Elements: 2.1,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds	Criteria: Parent Engagement Nights scheduled on campus calendar Promotion of events to encourage participation % of parents in attendance
2. Communicate intentionally with parents (Remind, phone calls, and ClassDojo) to support students' academic and social-emotional needs within and outside of the classroom. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	Ongoing	(O)N/A	Criteria: Communication logs
3. Training for parents to utilize digital programs/resources available through the district. i.e. Skyward Parent Portal, Classlink, Epic (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal	Beginning of Year	(F)Title III Bilingual / ESL, (L)Local Funds	Criteria: Calendar of meetings.
4. Encourage parent involvement in PTO activities throughout the year. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	Ongoing	(O)N/A	Criteria: Parent volunteer logs from PTO-organized events.

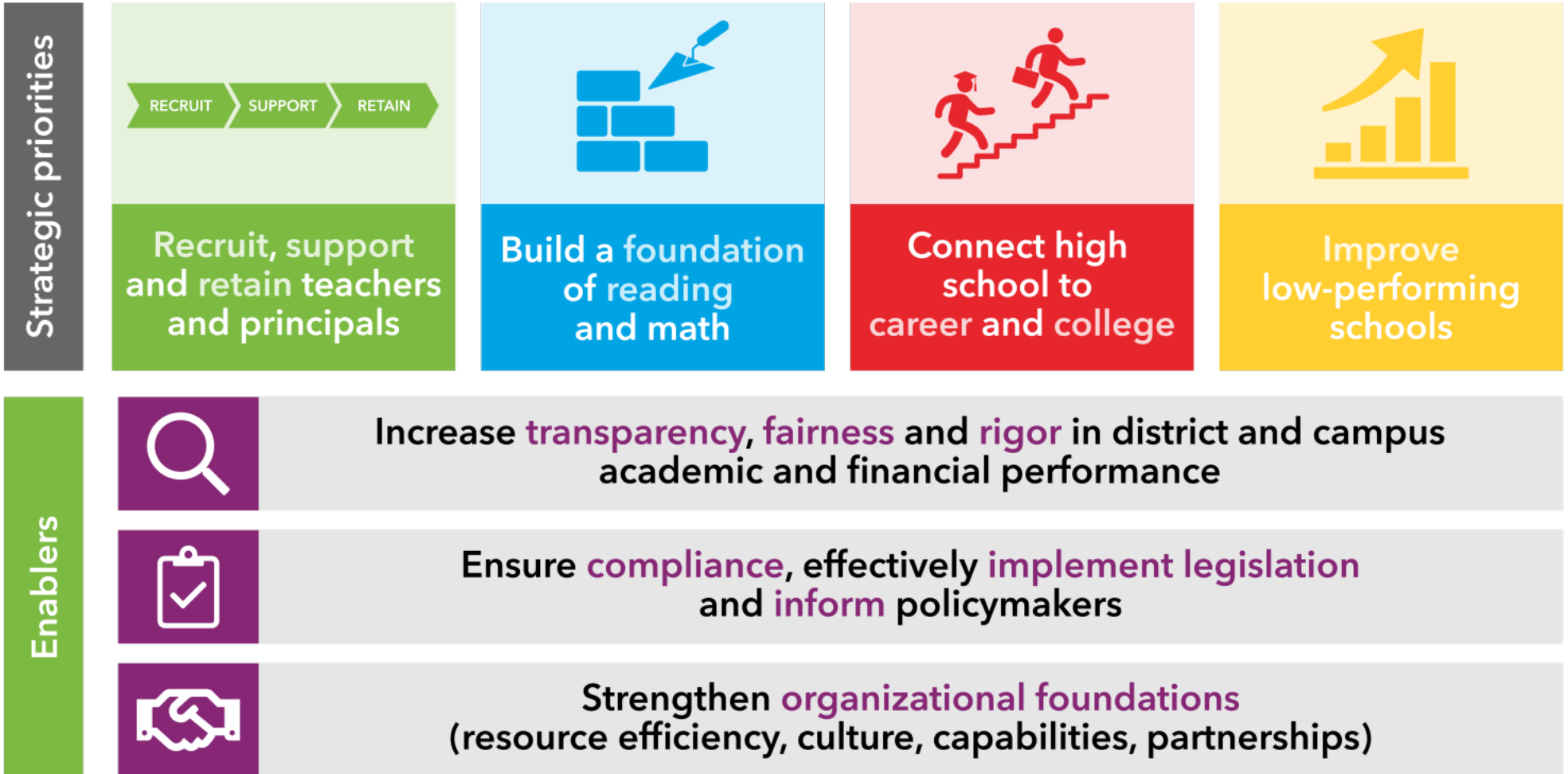
# BURLEY PRIMARY

**Goal 3.** Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.** Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to research quality professional development to support the implementation of Bilingual programs. (Title I SW Elements: 2.5) (Target Group: All,BI,ESL,EB) (Strategic Priorities: 1,2) (ESF: 2,2.1,4,4.1,5,5.1)	Assistant Principal(s), Instructional Coach, Principal	Ongoing	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Region 7 PD Title III Resources Bilingual Department PD
2. Intentional development of oral language and cross-linguistic connections for students learning a second language in our bilingual programs. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB) (ESF: 2,2.1,5,5.1)	Assistant Principal(s), Instructional Coach, Principal	Ongoing	(F)Title III Bilingual / ESL	Criteria: Training logs Lesson plans include strategies Walkthroughs include proof of strategies in use
3. Train teachers on current technology programs in order to ensure proper and frequent usage across all grade levels. (Strategic Priorities: 1) (ESF: 2,2.1,4,4.1,5,5.2)	Assistant Principal(s), Instructional Coach, Principal	Beginning of Year	(O)N/A	Criteria: Training Logs Walkthroughs reflect the use of technology programs

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

## Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.