Burkburnett Independent School District

District Improvement Plan

2019-2020

Accountability Rating: C

Mission Statement

Burkburnett ISD, an environment of exploration where students
...Discover the value of learning,
...Increase their passion,
...Maximize their potential.

Vision

Transforming learning to inspire ALL students in an ever-changing world.

Core Beliefs

STUDENTS ARE OUR TOP PRIORITY. THEREFORE WE BELIEVE:

- Formal education is a beginning; a tool to be utilized as students endeavor to pursue their individual passions
- Everyone should be afforded the same educational opportunities dedicated to unlocking their unique purpose and potential
- All students can be inspired to become productive risk-takers and problem-solvers
- In attracting, retaining and empowering professionals who inspire and create passion for lifelong learning in all students
- Education should occur in a safe, secure, and nurturing environment, conducive to learning
- Learning best occurs through effective collaboration among students, parents and guardians, educators and the community as active, engaged participants
- Technology and next generation learning should be embraced and utilized appropriately

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

BISD is committed to collaborative decision making and the strategic planning process. Exemption from having a District Improvement Team through the adopted and approved District of Innovation plan allows the district to revise and develop the District Improvement Plan annually through the Strategic Planning Committee and District of Innovation Committee. This ensures the District Strategic Plan, District Improvement Plan, and District of Innovation Plan serve as the foundational documents for continuous improvement of the district. It is the intent of the District to utilize the Strategic Planning Committee to annually review the plans.

Demographics

Demographics Summary

Burkburnett ISD has a student population of approximately 3,300 students.

- Twenty-seven percent are military dependents. Other demographic information includes:
- White 65%, Hispanic 18%, African American 6%, Two or more races 9%.
- Special program participation for the 2018-2019 school year includes 49% economically disadvantaged, 8% Section 504, 1.5% English Language Learners, 5% dyslexia, 42% At-risk, 12% Special Education, and 6% Gifted/Talented.
- The district employs 243 teachers, 69 paraprofessionals, 42 professional support personnel, and 18 administrators. Approximately 30% of professionals in the district have earned a Master's degree in comparison with 24% for the state.

Demographics Strengths

- Approximately 30% of professionals in the district have earned a Master's degree in comparison with 24% for the state.
- Approximately 27% of students are military dependents.

Student Achievement

Student Achievement Summary

STAAR Data for 2018-2019:

- All Grades Reading/ELA: 67% Approaching, 38% Meets, 15% Masters.
- All Grades Math: 77% Approaching, 42% Meets, 19% Masters.
- All Grades Writing (grades 4, 7): 62% Approaching, 28% Meets, 7% Masters.
- All Grades Science (grades 5,8, EOC): 75% Approaching, 46% Meets, 21% Masters.
- All Grades Social Studies (grade 8, EOC): 73% Approaching, 46% Meets, 28% Masters.

Other achievement indicators:

- Graduation rate (2017-2018 lagging data): 90%
- Kindergarten readiness: 65%
- College, Career, Military Ready (2017-2018 lagging data): 57%

Student Achievement Strengths

- College, Career, Military Ready (2017-2018 lagging data) rose by 7% from the previous year (2016-2017).
- Most grade levels and subjects increased the percentages of students achieving "meets grade level" on the state assessment.
- All grades and subjects at Masters Grade Level on STAAR rose from the previous year.
- Writing scores on the state assessment for 4th grade rose from the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Less than 50% of primary grade (K-2) students scored at or above grade level on the end-of-year guided reading benchmark assessment. **Root Cause**: A balanced literacy approach to reading was not occurring consistently among primary and elementary grade levels.

Problem Statement 2: The percent of students at the "meets grade level" or "masters grade level" on the state assessment is below state average in all core subjects. **Root Cause**: Instruction is not aligned to the rigor of the state standards.

Problem Statement 3: Not all student groups are meeting the projected achievement targets set by the state and graduating college, career, or military

ready. **Root Cause**: Closing academic gaps for students farthest from opportunity has not been an instructional focus consistently across the district.

District Culture and Climate

District Culture and Climate Summary

An open-ended Culture/Climate survey was administered in January 2019 with a response rate of approximately 50%. Patterns of responses from teacher included:

- the need for more planning time,
- need for more training on aligning instruction to state standards,
- more time needed to plan Project Based Learning,
- need for additional training and implementation support for balanced literacy.

District Culture and Climate Strengths

Strengths included from the 2018-2019 staff Culture/Climate survey:

- many respondents indicated a balanced workload,
- collaborative team meetings are functioning more efficiently,
- having scheduled planning days without students.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: The district continues to struggle in creating more time for teachers to plan instruction and address student needs. **Root Cause**: State required trainings increased significantly for 2019-2020 as did curricular demands.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The turnover rate for the district on the 2018-2019 Texas Academic Performance Report (TAPR) was 15.9%. This is slightly lower than the state rate of 16.5%. Forty-two percent of teachers in BISD have 10 or fewer years of teaching experience while 58% have over ten years of experience in education. Class size ration for 2018-2019 was 13.3 students to one teacher while the state averages 15.1 students to one teacher.

Staff Quality, Recruitment, and Retention Strengths

BISD has a lower turnover rate that the state average, more teachers with Master's degrees than the state average, and a lower student-to-teacher ratio than the state average.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- TEKS Resource System (TRS) is utilized as the district curriculum framework and DMAC is used as the data management tool. Unit Assessments from TRS are created in DMAC for use by teachers. In 2018-2019, district core teachers began creating TEKS Journals in which state standards are unpacked for analysis.
- Professional development provided by the district included Project Based Learning, Professional Learning Communities at Work, Teach Like a Pirate strategies from Dave Burgess, and Balanced Literacy training and coaching for grades K-5.
- Eight days on the district calendar for 2018-2019 were scheduled for instructional planning. An additional one day was added in the fall due to demands on teachers' time.
- Locally developed assessments have not consistently met the level of rigor in the state standards as evidenced by DMAC local assessment scores from 2018-2019.

Curriculum, Instruction, and Assessment Strengths

- Beginning work on unpacking TEKS,
- Continued work on creation of Common Formative Assessments,
- Focus of professional development on PBL, PLCs, and Balanced Literacy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instruction and assessment are not consistently aligned to the rigor of the state standards across all grade levels. **Root Cause**: Instructional usage of student learning data is not consistent across the district.

Parent and Community Engagement

Parent and Community Engagement Summary

- Two district-wide Family Night at the Park events were held and well-attended during 2018-2019. Average attendance was approximately 2,000 for each event.
- A parent capacity-building workshop was held on suicide risk behaviors and strategies for intervention.
- Not all campuses held Title I parent meetings in 2018-2019.

Parent and Community Engagement Strengths

- Written family engagement plans exists for the district and all campuses.
- Pre-Kindergarten family engagement plans are written for the district and the two campuses that house Pre-K programs.
- Anti-bullying efforts increased to include Anonymous Alerts, an anti-bullying reporting app.
- District portable Wi-fi devices were provided for check-out by secondary students.
- Family Night at the Park continue to be well-attended by families and community members.

District Context and Organization

District Context and Organization Summary

- All campus schedules set aside time for RTI in the weekly schedule. Master schedules reflect this priority.
- Campus schedules set aside time for collaborative teams to meet on a regular basis.
- The Superintendent has a Student Advisory Council at the MS and HS campuses and this group meet several times each year.
- The district is currently working on a community-based accountability system.
- Central administration duties were reassigned in 2018-2019 to be more effective and efficient.

District Context and Organization Strengths

- Community based accountability continues to be a priority for the district and training and information for a broader look at district successes continues to be made available.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: The need for a multiple-measures accountability system increases each year. **Root Cause**: The state accountability system relies primarily on a one-snapshot-in-time assessment.

Technology

Technology Summary

- Portable Wi-fi devices were made available for check-out to secondary students during 2018-2019.
- Ipads at the high school and middle school campuses were replaced with Chromebooks.
- Ipads for elementary students were upgraded.

Technology Strengths

- One-to-one student devices
- Portable Wi-fi hotspots available for check-out to secondary students
- Seniors can purchase their Chromebook device when they graduate
- Additional tech apps classes available for high school students

Problem Statements Identifying Technology Needs

Problem Statement 1: Access to online instructional resources is limited by bandwidth. **Root Cause**: Online instructional resources have increased demand of Internet availability and speed.

Priority Problem Statements

Problem Statement 1: Not all student groups are meeting the projected achievement targets set by the state and graduating college, career, or military ready.

Root Cause 1: Closing academic gaps for students farthest from opportunity has not been an instructional focus consistently across the district.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The percent of students at the "meets grade level" or "masters grade level" on the state assessment is below state average in all core subjects.

Root Cause 2: Instruction is not aligned to the rigor of the state standards.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Less than 50% of primary grade (K-2) students scored at or above grade level on the end-of-year guided reading benchmark assessment.

Root Cause 3: A balanced literacy approach to reading was not occurring consistently among primary and elementary grade levels.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The district continues to struggle in creating more time for teachers to plan instruction and address student needs.

Root Cause 4: State required trainings increased significantly for 2019-2020 as did curricular demands.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Instruction and assessment are not consistently aligned to the rigor of the state standards across all grade levels.

Root Cause 5: Instructional usage of student learning data is not consistent across the district.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The need for a multiple-measures accountability system increases each year.

Root Cause 6: The state accountability system relies primarily on a one-snapshot-in-time assessment.

Problem Statement 6 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: November 19, 2019

Goal 1: In order to help students achieve challenging state standards, core teachers will be writing high-quality unit or interim assessments that meet district expectations by the end of 2019-2020.

Performance Objective 1: Plan and implement systems that align curriculum, instruction, and assessment to improve student learning.

Evaluation Data Source(s) 1: TAPR report
Community-based accountability agendas and minutes
State assessment scores
Local assessment scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Implement multiple measures to assess student learning and growth such as Measures of Academic Progress (MAP) Growth, locally developed common assessments, Project Based Learning products and performances, etc.	2.4, 2.6	Principals, Asst Supt for C&I, Teachers	Students will show academic growth over the course of the school year as evidenced by Measure of Academic Progress (MAP), local assessments, STAAR, and products from PBL experiences.	30%			
Problem Statements: Student Achievement 2, 3 - School Context and Organization 1 **Funding Sources**: 255 Title IIA - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			**Summative**
				Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Alignment of written, taught, and tested curriculum will be addressed through development of TEKS Journals, high quality instructional models such as Project Based Learning and Balanced Literacy, and backward lesson design.	2.4, 2.5, 2.6	District level Administration, Campus Principals	Student learning data will indicate increased alignment.	30%			
	Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: 211 Title 1 Funds - 0.00						

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

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Less than 50% of primary grade (K-2) students scored at or above grade level on the end-of-year guided reading benchmark assessment. **Root Cause 1**: A balanced literacy approach to reading was not occurring consistently among primary and elementary grade levels.
Problem Statement 2: The percent of students at the "meets grade level" or "masters grade level" on the state assessment is below state average in all core subjects. **Root Cause 2**: Instruction is not aligned to the rigor of the state standards.
Problem Statement 3: Not all student groups are meeting the projected achievement targets set by the state and graduating college, career, or military ready. **Root Cause 3**: Closing academic gaps for students farthest from opportunity has not been an instructional focus consistently across the district.

Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction and assessment are not consistently aligned to the rigor of the state standards across all grade levels. **Root Cause 1**: Instructional usage of student learning data is not consistent across the district.

School Context and Organization
Problem Statement 1: The need for a multiple-measures accountability system increases each year. **Root Cause 1**: The state accountability system relies primarily on a one-snapshot-in-time assessment.

Goal 1: In order to help students achieve challenging state standards, core teachers will be writing high-quality unit or interim assessments that meet district expectations by the end of 2019-2020.

Performance Objective 2: Teachers and Administrators will participate in professional learning and work in their Collaborative Teams to align state standards to curriculum, instruction, and assessment.

Evaluation Data Source(s) 2: Teacher surveys
Professional development sign-in sheets
Collaborative Team data protocols
TEKS Journals

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Professional Development and training will be provided to administrators and teachers on effective use of data through collaborative teams.	2.4, 2.5, 2.6	Asst Supt C&I Asst Supt HR & Innovative Lrng	Data driven instruction improve as evidenced by Collaborative Team products, assessment scores, and PBL products.	40%	50%		
Additional professional growth opportunities will be provided for (a) campus Innovation Specialists on coaching behaviors, (b) teachers and administrators on high quality Project Based Learning, (c) Campus Design Teams on data-driven instructional design, and (d) Coaching for elementary teachers on Balanced Literacy will also be provided.			**Problem Statements**: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1 **Funding Sources**: 255 Title IIA - 0.00, District Funds - 0.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) The Design Team will become teacher-leaders on their respective campuses, and help communication at all levels, as well as facilitate Collaborative Team processes.	2.4, 2.5, 2.6	Asst Supt HR and Innovation Campus Principals	Collaborative Teams will become more effective in their focus on student learning as evidenced by the district Culture/Climate survey administered mid-year.	30%	65%		
		Funding Sources: 255 Title IIA - 0.00					

100%	= Accomplished	➡️ = Continue/Modify	0% = No Progress	❌ = Discontinue	

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Less than 50% of primary grade (K-2) students scored at or above grade level on the end-of-year guided reading benchmark assessment. **Root Cause 1**: A balanced literacy approach to reading was not occurring consistently among primary and elementary grade levels.
Problem Statement 2: The percent of students at the "meets grade level" or "masters grade level" on the state assessment is below state average in all core subjects. **Root Cause 2**: Instruction is not aligned to the rigor of the state standards.
Problem Statement 3: Not all student groups are meeting the projected achievement targets set by the state and graduating college, career, or military ready. **Root Cause 3**: Closing academic gaps for students farthest from opportunity has not been an instructional focus consistently across the district.

Curriculum, Instruction, and Assessment
Problem Statement 1: Instruction and assessment are not consistently aligned to the rigor of the state standards across all grade levels. **Root Cause 1**: Instructional usage of student learning data is not consistent across the district.

Goal 1: In order to help students achieve challenging state standards, core teachers will be writing high-quality unit or interim assessments that meet district expectations by the end of 2019-2020.

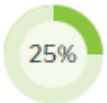**Performance Objective 3:** Increase college, career, and military readiness.

> **Evaluation Data Source(s) 3:** Graduation rate
> CCMR graduates
> State assessment scores
> Graduate exit surveys
>
> **Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) College, career, or military readiness will be provided through (a) A College Readiness Counselor, (b) Community-in-Schools counselors for at-risk secondary students, (c) Opportunities during the school day for students to take the ACT, SAT, and/or TSI, and (d) Additional CTE courses and industry based certification opportunities.	2.5, 2.6	Asst Supt C&I Principals	College, career, and military numbers reported on the TAPR will increase as well as the graduation rate.	25%			
	Problem Statements: Student Achievement 3 **Funding Sources**: 211 Title 1 Funds - 0.00, State Compensatory Education Funds - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: Not all student groups are meeting the projected achievement targets set by the state and graduating college, career, or military ready. **Root Cause 3**: Closing academic gaps for students farthest from opportunity has not been an instructional focus consistently across the district.

Goal 2: Retention of quality staff will improve by 10% by the end of the 2019-2020 school year.

Performance Objective 1: Create a teacher mentoring program to attract and retain quality staff.

Evaluation Data Source(s) 1: Staff retention rate
Staff surveys
District calendar of planning days

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide a mentoring program to new educators and create opportunities for teachers to meet in Collaborative Teams for peer support.	2.4, 2.5, 2.6	Asst Supt HR	The district Culture/Climate survey will indicate positive feedback on new teacher support.	20%	50%	0%	
	Problem Statements: School Culture and Climate 1 **Funding Sources**: 255 Title IIA - 0.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The district continues to struggle in creating more time for teachers to plan instruction and address student needs. **Root Cause 1**: State required trainings increased significantly for 2019-2020 as did curricular demands.

Goal 2: Retention of quality staff will improve by 10% by the end of the 2019-2020 school year.

Performance Objective 2: Provide opportunities for staff collaboration on instructional planning, data use, peer support, and collegiality.

Evaluation Data Source(s) 2: Staff surveys
District calendar of planning days

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Schedule adequate time for Collaborative Teams to focus on student learning, data driven instructional planning, and collegial support.	2.4, 2.5, 2.6	Asst Supt C&I, Asst Supt HR	Teachers will indicate feeling supported with calendared planning time in the district staff climate/culture survey.	10%	50%		
	Problem Statements: Student Achievement 2 - School Culture and Climate 1						

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: The percent of students at the "meets grade level" or "masters grade level" on the state assessment is below state average in all core subjects. **Root Cause 2**: Instruction is not aligned to the rigor of the state standards.

School Culture and Climate
Problem Statement 1: The district continues to struggle in creating more time for teachers to plan instruction and address student needs. **Root Cause 1**: State required trainings increased significantly for 2019-2020 as did curricular demands.

Goal 3: Provide a safe and secure learning environment in order to optimize learning.

Performance Objective 1: Provide a safe and healthy environment for learning to all students and staff.

Evaluation Data Source(s) 1: BISD PD records
School Board agendas and minutes
Training records
Campus records of drills for emergency/crisis management

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 1) Increase school safety by (a)Installing impenetrable door locks, (b) providing anonymous bullying reporting software, (c) updating policies and practices on emergency plans, and (d) form a threat assessment team.	2.6	Superintendent BISD Police Department		20%	50%		
		Funding Sources: 289 Title IV - 0.00					

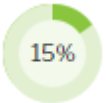|			
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3: Provide a safe and secure learning environment in order to optimize learning.

Performance Objective 2: Provide for a well-rounded education to all students and engage families in supporting the educational and social/emotional needs of students.

Evaluation Data Source(s) 2: Agendas and minutes from parent capacity building events
Campus parent surveys

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools 1) Provide for a safe educational environment through (a) Social/emotional lessons delivered by campus counselors, (b) Guest speakers on social/emotional or safety topics identified by each campus, (c) Hold a district parent capacity-building event on student wellness and/or safety.	2.5, 2.6, 3.1, 3.2	Counselors Principals Asst Supt C&I SHAC Chair		15%			
	Funding Sources: 211 Title 1 Funds - 0.00, 289 Title IV - 0.00						
RDA **TEA Priorities** Improve low-performing schools 2) Utilize a Behavior Specialist to build capacity of teachers in dealing with difficult student behaviors.	2.5, 2.6	Asst Supt Special Education	Work log from the Behavior Specialist will indicate multiple sessions in assisting teachers with behavior strategies.	40%			
	Funding Sources: 211 Title 1 Funds - 0.00						
RDA **TEA Priorities** Improve low-performing schools 3) Continue to improve student and staff access to technology through (a) device management, (b) increased access to online instructional resources, and (c) technology-trained teachers and staff.	2.6			20%			
	Funding Sources: 289 Title IV - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement multiple measures to assess student learning and growth such as Measures of Academic Progress (MAP) Growth, locally developed common assessments, Project Based Learning products and performances, etc.
1	1	2	Alignment of written, taught, and tested curriculum will be addressed through development of TEKS Journals, high quality instructional models such as Project Based Learning and Balanced Literacy, and backward lesson design.
1	2	1	Professional Development and training will be provided to administrators and teachers on effective use of data through collaborative teams. Additional professional growth opportunities will be provided for (a) campus Innovation Specialists on coaching behaviors, (b) teachers and administrators on high quality Project Based Learning, (c) Campus Design Teams on data-driven instructional design, and (d) Coaching for elementary teachers on Balanced Literacy will also be provided.
1	2	2	The Design Team will become teacher-leaders on their respective campuses, and help communication at all levels, as well as facilitate Collaborative Team processes.
1	3	1	College, career, or military readiness will be provided through (a) A College Readiness Counselor, (b) Community-in-Schools counselors for at-risk secondary students, (c) Opportunities during the school day for students to take the ACT, SAT, and/or TSI, and (d) Additional CTE courses and industry based certification opportunities.
2	2	1	Schedule adequate time for Collaborative Teams to focus on student learning, data driven instructional planning, and collegial support.
3	1	1	Increase school safety by (a)Installing impenetrable door locks, (b) providing anonymous bullying reporting software, (c) updating policies and practices on emergency plans, and (d) form a threat assessment team.
3	2	1	Provide for a safe educational environment through (a) Social/emotional lessons delivered by campus counselors, (b) Guest speakers on social/emotional or safety topics identified by each campus, (c) Hold a district parent capacity-building event on student wellness and/or safety.
3	2	2	Utilize a Behavior Specialist to build capacity of teachers in dealing with difficult student behaviors.
3	2	3	Continue to improve student and staff access to technology through (a) device management, (b) increased access to online instructional resources, and (c) technology-trained teachers and staff.

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199E11611200002026000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$6,000.00
199E11611200002028000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,745.00
199E11611201002026000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$275.00
199E11611900002026000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$191,403.00
199E11611900002028000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$56,933.00
199E11611901002026000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$1,800.00
199E31611900002029000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$7,905.00
	6100 Subtotal:	**$267,061.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Each campus and the district develop a Campus Needs Assessment with multiple sources of data annually.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Each campus in Burkburnett ISD develops an annual Campus Improvement Plan with appropriate stake holders.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Family engagement plans for the district and campuses are available on the district website at www.burkburnettisd.org and are available in English and Spanish. Pre-Kindergarten family engagement plans for the district and elementary campuses housing Pre-K programs are also available on the district website in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

- Each campus held Title I parent meetings during the fall semester.
- The district and campus accountability ratings were reviewed at a BISD School Board public hearing on Sept. 26, 2019.

- Family Night at the Park was hosted for the fall semester on Sept. 25, 2019.

2019-2020 District Visioning Panel

Committee Role	Name	Position
District-level Professional	Tylor Chaplin	Superintendent
District-level Professional	Missy Mayfield	Assistant Superintendent Curriculum/Instruction
District-level Professional	Audrey Ash	Assistant Superintendent of Special Education
District-level Professional	Brad Owen	Assistant Superintendent of Innovative Learning
District-level Professional	Laura Richards	District-level Professional

Campus Funding Summary

District Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contract Instructional Coaching Training		$0.00
				Sub-Total	$0.00

255 Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development: Exceptional Child		$0.00
1	2	1	Principals training Culture Keepers Principal Leadership of PLC at Work		$0.00
1	2	2	PLC At Work Institute professional development		$0.00
2	1	1	Stipends for Mentor Teacher		$0.00
2	1	1	Substitutes for Mentor/Mentee Meetings		$0.00
				Sub-Total	$0.00

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	FTEs to ensure all students have access to high quality instruction		$0.00
1	3	1	College & Career Readiness Counselor		$0.00
3	2	1	Parent capacity building event at district level		$0.00
3	2	2	Behavior Specialist		$0.00
				Sub-Total	$0.00

State Compensatory Education Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	FTEs to ensure all students have access to high quality instruction		$0.00

State Compensatory Education Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

289 Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Anonymous Alerts bullying reporting software		$0.00
3	2	1	Parent capacity building event at each campus		$0.00
3	2	3	Training incentives to teachers for technology integration professional growth		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00