

# Burkburnett Independent School District

## District Improvement Plan

2022-2024



# **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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

CNA Process: The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community, and business representatives. The District Improvement Team meets periodically throughout the year as needed. An Improvement Planning Retreat is held in May or June each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team and special program representatives. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus which includes the review of assessment data from a variety of sources such as PBMAS Reports, the TAPR report, Accountability data, TPRI & TEMI data, surveys, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT sets priorities and makes recommendations for strategic initiatives to be implemented in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district and to ensure clear alignment exists between identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

# Demographics

## Demographics Summary

Burkburnett ISD serves 3,258 students Headstart through 12. The student population is 6.6% African American, 17.5 Hispanic, 65% White, 1% American Indian, Asian, and Pacific Islander, and 8.3% two or more races. The district is 48% economically disadvantaged, and 41% At-Risk. We service 275 504 students, 64 EL students, 174 students with Dyslexia, 7 students in foster care, 84 Homeless, 15 immigrant students, and 588 military connected students. We had 77 students w/ a disciplinary placement during the 2018-2019 school year. This is a very low percentage of students and shows that discipline is not a big issue. The district mobility rate is at 14%. Because of our connection to Sheppard Airforce base we have many students moving in and out. Average class size k-6 is 18 students per room. The average class size 7-12 is 15 students per class. The district attendance rate has held steady at 95% for a three year period. This matches up with the state average over the same time period. The district drop out rate for the 2018-2019 school year is .5%. The state average is 1.9%. The graduation rate for the class of 2019 was 94 % as compared to the states 90% rate.

Burkburnett ISd has a total staff of 500 people. 243 staff members are teachers and 49 are professional support. 4% of teachers are African American, 5.7% Hispanic, 88% white. 79% of teachers are female. 28% of teachers have a masters degree or higher. Teacher turnover rate is 15%

In 2018, Burkburnett, TX had a population of 11.2k people with a median age of 41.2 and a median household income of \$48,059. Between 2017 and 2018 the population of Burkburnett, TX grew from 11,100 to 11,170, a 0.631% increase and its median household income declined from \$50,112 to \$48,059, a -4.1% decrease.

The 5 largest ethnic groups in Burkburnett, TX are White (Non-Hispanic) (81.6%), White (Hispanic) (5.68%), Black or African American (Non-Hispanic) (4%), Other (Hispanic) (3.86%), and Two+ (Non-Hispanic) (1.4%). 0% of the people in Burkburnett, TX speak a non-English language, and 99.6% are U.S. citizens.

## Demographics Strengths

BISD student population has held steady or increased over a three year time period. The district drop out rate is >5 %, this is far below the state average.

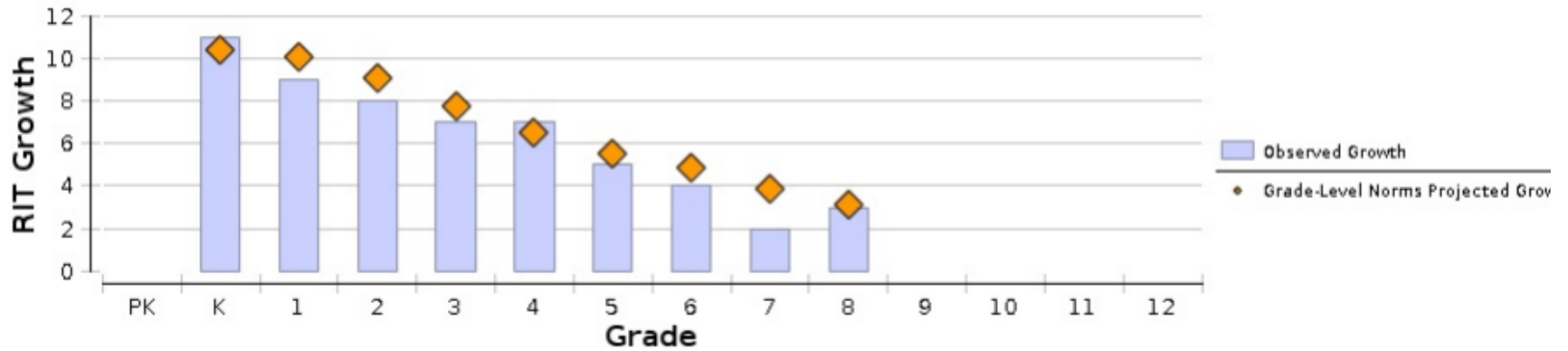
# Student Learning

## Student Learning Summary

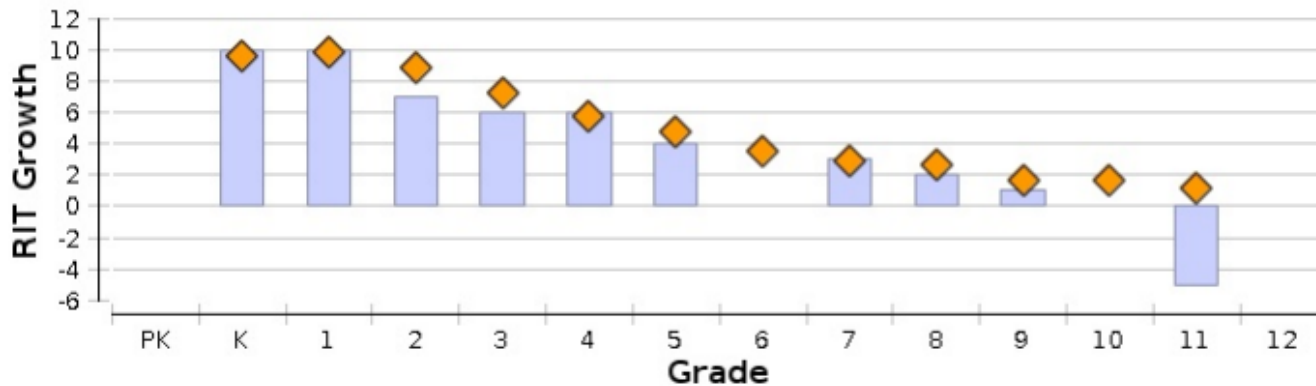
According to the TAPR report for 2020-2021: 14% of students in the district mastered all subjects as measured by the STAAR assessment. 36% of students met grade level expectations and 64% were at the approaching level. In ELA/Reading, 60% approached, 34% met, and 12% mastered grade level expectations. In Math, 67% approached, 36% met, and 16% mastered grade level expectations. In Writing, 58% approached, 22% met, and 5% mastered grade level expectations. In Science, 71% approached, 43% met, and 16% mastered grade level expectations. In Social Studies, 71% approached, 43% met, and 25% mastered grade level expectations.

MAP growth tests for winter (mid-year) 2021-2022.

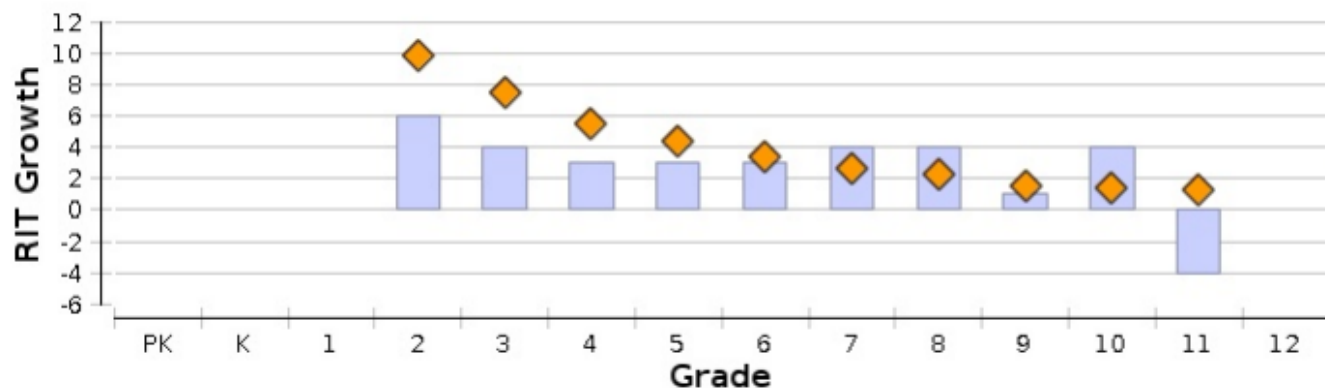
### Math: Math K-12



### Language Arts: Reading



## Language Arts: Language Usage



The district had a 4-year graduation rate of 91.5% for the class of 2020 (lagging data).

For Pre-K and HeadStart, the CIRCLE Progress Monitoring was given at the beginning and end of year.

The accountability ratings for the 2021-2022 school year were declared a state of emergency so no ratings were given. Previous year campus ratings are as follow:

- BHS, B, Additional Targeted Support for Domain 3 (learning gaps)
- BMS, D, Comprehensive Campus with Progress
- Overton Ray, C, Targeted Support for Domain 3 (learning gaps)
- Tower, C, Targeted Support for Domain 3 (learning gaps)

### Student Learning Strengths

Spring Academic UIL team District Champs.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth. **Root Cause:** Still developing capacity for data driven instruction

**Problem Statement 2 (Prioritized):** Students are overall showing lagging growth in math and reading per local MAPP testing data. **Root Cause:** Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.

## District Processes & Programs

### District Processes & Programs Summary

ESf 4.1 Curriculum is aligned with TEKS resource system and there is a year long Scope and sequence in place.

ESF 5.1 and 5.3 We are a 1-1 to one technology district with a tech. integration plan specific to grade bands.

RTI and collaborative team time is embedded in the master schedule at each campus.

Our SPED programs are mostly inclusion driven. Self contained students are involved in Unified Champions program to provide quality peer interaction.

We are a 100% highly qualified district

### District Processes & Programs Strengths

We have many processes and programs in place to foster collaboration and provide RTI.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Not all collaborative teams are functioning at high levels. **Root Cause:** Inconsistency within team and leadership capacity.



# Perceptions

## Perceptions Summary

The district will focus on what we call the Bulldog Way.

We Will:

1.
  - Collaborate to improve instruction.
  - Use data to drive instructional decisions.
  - Put OUR kids first.
  - Focus on purpose over programs.
  - Work to be our best (personally and professionally).

We as a district believe that collaboration is the highest leverage tool to improve our students learning.

The district Community Based Accountability Committee continues to develop a community based accountability system that reflects the values of our community and not a one day snapshot of learning.

As a district our CTE programs continue to grow. The district has purchased facilities to expand our programs. A BHS fire academy will begin training students to become certified firefighters beginning in the fall of 2021. Programs like nursing, and cosmetology are sending student in to the work force prepared to find a job.

## Perceptions Strengths

- The district Community Based Accountability Committee is making great strides in providing Community Based Accountability for our district.
- CTE programs continue to grow.
- District Leaders have recieved training on the refocusing of the PLC process.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Changing the District culture to reflect the Bulldog Way. **Root Cause:** When there is a change in philosophy it takes time to change individual behaviors.

# Priority Problem Statements

**Problem Statement 3:** Alignment of curriculum, instruction and assessment to TEKS is crucial to students' academic growth.

**Root Cause 3:** Still developing capacity for data driven instruction

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 2:** Not all collaborative teams are functioning at high levels.

**Root Cause 2:** Inconsistency within team and leadership capacity.

**Problem Statement 2 Areas:** District Processes & Programs

**Problem Statement 4:** Changing the District culture to reflect the Bulldog Way.

**Root Cause 4:** When there is a change in philosophy it takes time to change individual behaviors.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 1:** Students are overall showing lagging growth in math and reading per local MAPP testing data.

**Root Cause 1:** Instructional time missed by students because of the COVID-19 Virus has led to a flatline in growth for many students.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- 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) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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




# Goals






**Goal 1:** The district will Engage all learners according to their individual interests, needs, and abilities to prepare them for long-term success.

**Performance Objective 1:** Facilitate learning experiences that enable students to show academic growth of at least 5% for 2022-2023.

**HB3 Goal**

**Evaluation Data Sources:** lesson plans, MAP growth data, STAAR, D-MAC, and CBAS Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide additional planning days throughout the year for teachers and administrators to work with student growth data and plan for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention for struggling students will be better targeted.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Supt of C&amp;I</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> Campus supplies for data driven instruction - 211 Title 1 Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Consultants will provide reading and math curriculum and instructional strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and administrators will increase proficiency in assessment-writing.</p> <p><b>Staff Responsible for Monitoring:</b> Asst Supt of C&amp;I</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - 255 Title IIA - \$3,870</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will employ teachers and paraprofessionals who target support for struggling students to increase academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth of targeted students as evidenced by local assessments, MAP Growth, and state-mandated assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - State Compensatory Education Funds, - 211 Title 1 Funds, - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> District will use Learning Keys consultation to guide teachers in vertical alignment of curriculum. <b>Strategy's Expected Result/Impact:</b> Improved vertical alignment <b>Staff Responsible for Monitoring:</b> C & I  <b>Funding Sources:</b> - 255 Title IIA	Formative			Summative
	Oct	Jan	Mar	June
				
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**Goal 1:** The district will Engage all learners according to their individual interests, needs, and abilities to prepare them for long-term success.

**Performance Objective 2:** BISD will employ strategies which will improve the college and career programs and services to help students make informed and better educational and career choices.

**HB3 Goal**

**Evaluation Data Sources:** CCMR data, CTE programs enrollment, Industry based certificates obtained, Students passing the TSI, and college credits earned









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will partner with Vernon College and MSU to offer a variety of expanded learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increased college readiness <b>Staff Responsible for Monitoring:</b> BHS Principal, Asst Supt C&I  <b>Funding Sources:</b> Dual Credit - 289 Title IV - \$23,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD will employ a College and Career counselor to help students transition from high school to the real world. <b>Strategy's Expected Result/Impact:</b> More students transitioning to higher education or careers. <b>Staff Responsible for Monitoring:</b> College and Career Counselor  <b>Funding Sources:</b> Salary - 211 Title 1 Funds - \$82,254.52	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BISD will use Texas College Bridge to prepare students for post secondary education. <b>Strategy's Expected Result/Impact:</b> Greater numbers of students ready for post secondary education. <b>Staff Responsible for Monitoring:</b> College Career Counselor  <b>Funding Sources:</b> - State Funds	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BISD will offer multiple opportunities for students to obtain CTE certifications. <b>Strategy's Expected Result/Impact:</b> Students having certifications that will open up opportunities in post secondary life. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** The district will Engage all learners according to their individual interests, needs, and abilities to prepare them for long-term success.

**Performance Objective 3:** The district will attain student performance goals for 2022-2023 as required by HB3.

**HB3 Goal**

**Evaluation Data Sources:** Scores from CLI Engage, TX-KEA, MAP Growth, TSI, AP scores, completion of CTE Programs of Study






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Region 9 reading academy for k-3 Teachers  <b>Strategy's Expected Result/Impact:</b> All students reading on level by the end of 3rd grade.  <b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring Superintendent, Asst Supt C&amp;I, Principals  <b>Funding Sources:</b> Reading Academy- Region 9 Admin Cohort - 282 ESSER III - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will use mindplay to improve students reading.  <b>Strategy's Expected Result/Impact:</b> Students growth in reading.  <b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring Superintendent, Asst Supt C&amp;I, Principals  <b>Funding Sources:</b> - 279 TCLAS - 279 E 13 6299 00 001 2 99 000 - \$76,806</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** The district will Engage all learners according to their individual interests, needs, and abilities to prepare them for long-term success.

**Performance Objective 4:** BISD will promote student taking responsibility for their own learning.

**Evaluation Data Sources:** Student tracking tools( portfolios, ladder charts ETC.)

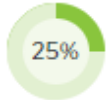





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will help students use MAP , Mindplay, and bar graphs data. <b>Strategy's Expected Result/Impact:</b> Ability for students to track their own learning. <b>Staff Responsible for Monitoring:</b> Principals	Formative			Summative
	Oct	Jan	Mar	June
				
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**Goal 2:** Develop leadership skills in all staff to promote collaboration, a growth mindset and relationship building.

**Performance Objective 1:** Continue training Campus Administrators and Design Team members on data-driven instruction to foster growth in each student.

**HB3 Goal**

**Evaluation Data Sources:** Local assessment data, CTM agendas/minutes, RTI Progress Monitoring, MAP Growth, STAAR




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> N2 learning Coach will work with all Campus Administrators to build capacity for effective PLCs and data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity of Campus Admin to effectively facilitate PLCs and data driven instruction</p> <p><b>Staff Responsible for Monitoring:</b> Asst Supt of C &amp; I , Dir. of Fed. Prog.</p> <p><b>Funding Sources:</b> N2 Learning Contracted Speaker - 255 Title IIA - 255 E 13 6299 03 999 1 24 000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Design Teams of teacher leadership will be utilized at each campus to assist Campus Administrators in effective facilitation of PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity for oversight of campus PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Asst Supt HR, Campus Principals</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - 255 Title IIA - \$25,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** The district will provide a safe and nurturing learning environment for all students and staff.

**Performance Objective 1:** Strengthen approaches to students' social emotional learning.

**HB3 Goal**










**Evaluation Data Sources:** Student surveys, parent surveys, discipline records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD Elementary A campus's will implement zones of regulation curriculum. Burkburnett High School will implement Character strong SEL curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> BISD campus's will see a reduction in the number of student crises and discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Director of SpEd &amp; Student Services, Principals of BISD Elementary campus's, Counselors of BISD Elementary campus's</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - 289 Title IV</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District police officers will present the dangers of social media, to BISD students and their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> High percentage of parent engagement for parent event</p> <p><b>Staff Responsible for Monitoring:</b> Director of SpEd &amp; Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will utilize Navigate 360 for reporting of bullying incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in incidents and students in crisis from bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, Director of SpEd &amp; Student Services</p> <p><b>Funding Sources:</b> Navigate 360 Programs - 289 Title IV - \$7,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> District will host motivational speaker Alex Sheen to increase staffs capacity to recognize students mental health issues and respond.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer students in depression</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Funding Sources:</b> - 255 Title IIA</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize Texas Tech Chat for students needing counseling</p> <p><b>Strategy's Expected Result/Impact:</b> Students recieving counseling that they need</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** The district will provide a safe and nurturing learning environment for all students and staff.






**Performance Objective 2:** Improve overall physical safety features at all campuses.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hired SRO's to be on all campuses during school hours. <b>Strategy's Expected Result/Impact:</b> To provide safety and security to campus and also provide positive interaction with students. <b>Staff Responsible for Monitoring:</b> Burkburnett Chief of Police	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bullet proof film on glass at entrances of each campus. <b>Strategy's Expected Result/Impact:</b> To make the campus more difficult for intruders to enter. <b>Staff Responsible for Monitoring:</b> District safety officer	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Replace mag-lock doors on all outward facing doors <b>Strategy's Expected Result/Impact:</b> To make the campus more difficult for intruders to enter. <b>Staff Responsible for Monitoring:</b> District safety officer	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** The district will provide a safe and nurturing learning environment for all students and staff.

**Performance Objective 3:** Provide a safe environment for students to report dating violence and make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Dating violence will not be tolerated in Burkburnett ISD.









**Evaluation Data Sources:** Procedures in place for reporting and notifying parents. Guidelines in place for victims. Per policy FFH(Local)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselors will put procedures in place for students to report dating violence and will provide education to students on the dangers.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of dating violence cases and a decrease in un-reported cases of dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, BISD police force, and Director of SPED.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** The district will recruit, train, and retain high quality staff.

**Performance Objective 1:** HR will establish practices and processes to foster staff recruitment and retention of high quality staff.

**Evaluation Data Sources:** HR retention rates, recruitment materials, procedures for HR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a mentoring program of support for Year 1 teachers.  <b>Strategy's Expected Result/Impact:</b> Higher retention rate of Year 1 teachers  <b>Staff Responsible for Monitoring:</b> Central Admin, Campus Principals, Mentor Teachers  <b>Funding Sources:</b> - 255 Title IIA - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Mentor Training to Central Admin. , Principals, and assistant principals from N2 Learning.  <b>Strategy's Expected Result/Impact:</b> Improve leadership capacity of Central Admin. to mentor Principals and Principals to mentor teaching staff.  <b>Staff Responsible for Monitoring:</b> Superintendent and Asst. Superintendent  <b>Funding Sources:</b> - 255 Title IIA - \$27,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** The district will communicate, engage, and be accountable to parents and the community.

**Performance Objective 1:** The district will focus on engaging parents and community through a Community Based Accountability System.

**Evaluation Data Sources:** CBAS documents, District Visioning Panel agendas/minutes, Parent engagement event sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each campus will host two Title I parent meetings to accommodate all parents.  <b>Strategy's Expected Result/Impact:</b> High participation percent of parents attending  <b>Staff Responsible for Monitoring:</b> Campus Principals</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Central Administrators will attend and participate in the TASA Texas Performance Accountability Consortium (TPAC) to increase capacity for Community Based Accountability.  <b>Strategy's Expected Result/Impact:</b> Increased capacity to implement CBAS, District Learning Report  <b>Staff Responsible for Monitoring:</b> Asst Supt HR, Asst Supt C&amp;I</p> <p><b>Equity Plan</b>  <b>Funding Sources:</b> - District Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Community Based Accountability report to community.  <b>Strategy's Expected Result/Impact:</b> Better understanding of the CBAS process among all stakeholders  <b>Staff Responsible for Monitoring:</b> Super</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Each BISD campus will host at least one community/parent engagement event each semester.</p> <p><b>Funding Sources:</b> - 211 Title 1 Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide additional planning days throughout the year for teachers and administrators to work with student growth data and plan for intervention.
1	1	2	Consultants will provide reading and math curriculum and instructional strategies
1	1	3	The district will employ teachers and paraprofessionals who target support for struggling students to increase academic success.
2	1	2	Design Teams of teacher leadership will be utilized at each campus to assist Campus Administrators in effective facilitation of PLCs.
3	1	1	BISD Elementary A campus's will implement zones of regulation curriculum. Burkburnett High School will implement Character strong SEL curriculum.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 1151.475

**Brief Description of SCE Services and/or Programs**

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## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adria Perez	Social Worker	0.1
Amanda Davis	Paraprofessional	0.5
AnnMarie Mcmillan	Counselor	50
Casey Methvin	Teacher	0.125
David Blecher	Teacher	1
Dayna Jones	Paraprofessional	0.75
Dora Daniels	Paraprofessional	55
Emma Ludwig	Paraprofessional	100
Jennifer Rowell	Paraprofessional	100
Jessica Hankins	Paraprofessional	1
Johna Green	Paraprofessional	1
Karen Sanders	Paraprofessional	100
Kasie Bundy	Reading Specialist	40
Kirsti Degelia	Teacher	0.125
Kristal Mulholland	Teacher	100
Kristi Miller	Counselor	50
Larissa Parkey	Paraprofessional	NaN
Lori Moore	Paraprofessional	100
Melissa Hardman	Counselor	25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Renee Blackwell	Counselor	0.25
Sandra Bunker	Counselor	0.5
Sarah Fulfer	Paraprofessional	100
Shane Dunn	Teacher	0.5
Shannon Johnston	Counselor	25
Spring Bentham	Paraprofessional	100
Stacy Jones	Behaviour Specialist	NaN
Stephanie Hollingsworth	Counselor	0.5
Stephanie Offield	Teacher	0.125

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deanna Penner	Math Teacher		100%
Debbie Klein	Math Specialist		100%
Erin Hinson	Teacher		12.5
Jamie Cove	Math Specialist		100%
Kaleena Jenkins	Teacher		12.5
Kari Harden	Math Teacher		25%
Kasey Bundy	Reading Specialist		60%
Katie Welch	Teacher		12.5
Mark Schroeder	CCMR Specialist		100%
Parker Long	ELA Teacher		12.5%
Rhonda Birdwell	Teacher		100%
Robyn Little	ELA teacher		12.5%
Sarah Addy	Paraprofessional		100%
Stephanie Offield	Teacher		12.5
Susan Cooper	Math Teacher		25

# District Funding Summary

District Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,870.00
1	1	4			\$0.00
2	1	1	N2 Learning Contracted Speaker	255 E 13 6299 03 999 1 24 000	\$0.00
2	1	2			\$25,000.00
3	1	4			\$0.00
4	1	1			\$30,000.00
4	1	2			\$27,000.00
<b>Sub-Total</b>					\$85,870.00
211 Title 1 Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus supplies for data driven instruction		\$0.00
1	1	3			\$0.00
1	2	2	Salary		\$82,254.52
5	1	4			\$0.00
<b>Sub-Total</b>					\$82,254.52
State Compensatory Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
<b>Sub-Total</b>					\$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Dual Credit		\$23,000.00
3	1	1			\$0.00
3	1	3	Navigate 360 Programs		\$7,000.00
<b>Sub-Total</b>					\$30,000.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	3	1	Reading Academy- Region 9 Admin Cohort		\$30,000.00
<b>Sub-Total</b>					\$30,000.00
279 TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2		279 E 13 6299 00 001 2 99 000	\$76,806.00
<b>Sub-Total</b>					\$76,806.00

# Addendums



**Organization:** BURKBURNETT ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756000293

**County District:** 243901  
**ESC Region:** 09  
**School Year:** 2020-2021

SAS#: PERKAA21

**2020-2021 SC5600 Comprehensive Local Needs Assessment**

**SC5600**

**SC5600 - Comprehensive Local Needs Assessment**

**Purpose**

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

**ESC and TEA Review**

ESC Review Complete

**TEA Review Status: Approved**

**Part 1: Applicant Designation**

**Intention to Apply for Funds**

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Carl D Perkins Technical Grant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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## 2020-2021 SC5600 Comprehensive Local Needs Assessment

### SC5600

### SC5600 - Comprehensive Local Needs Assessment

#### Part 2: Student Performance

##### Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- |   |   |
|---|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate<br><input type="checkbox"/> 1S2: Extended Graduation Rate<br><input checked="" type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts<br><input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics<br><input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> 3S1: Postsecondary Placement<br><input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment<br><input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential<br><input checked="" type="checkbox"/> 5S4: CTE Completer<br><input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |
|---|---|

2.  2020-2021 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

In looking at data for Burkburnett ISD, CTE Learners outperformed non-CTE Learners in all areas. This can be possibly attributed to students that are able to achieve CTE-Learner status are generally at or above grade level in their core content courses.

TEA Use Only

CTE Review:  Accept  Reject

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level.

English Learners, Single Parents, and Youth with Parent in Active Military performed higher than all CTE Learners in their Four-year Graduation Rate. Single Parents and Homeless Individuals performed higher than all CTE Learners in Post-program Placement. Individuals from Economically Disadvantaged Families, Individuals Preparing for Non-traditional Fields, Single Parents, and Homeless Individuals performed higher than all CTE Learners in Non-traditional Program Concentration. Individuals Preparing for Non-traditional Fields, Homeless Individuals, and Youth with Parent in Active Military performed higher than all CTE Learners in Program Quality - Attained Recognized. Individuals Preparing for Non-traditional Fields, Single Parents, Homeless Individuals, and Youth with Parent in Active Military performed higher than all CTE Learners in Program Quality - CTE Completer. Individuals with Disabilities performed lower than all CTE Learners in all Accountability Areas.

TEA Use Only

CTE Review:  Accept  Reject

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level.

Females students outperformed all CTE Learners in 2S3, 1S1, 2S1, 3S1, 5S4, and 5S1. Opportunities for growth in Male CTE Learners exists in Program Quality - Attained Recognized, Program Quality - CTE Completer, Post-program Placement, Academic Proficiency in Reading/Language Art and Science, and Four-year Graduation Rate. American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, and Two or More Races performed higher than all CTE Learners in Four-year Graduation Rate. Hispanic or Latino, White, and Two or More Races performed higher than all CTE Learners in Post-program Placement. Hispanic and Latino and Two or More Races performed higher than all CTE Learners in Program Quality - Attained Recognized. Asian, Hispanic or Latino, and White performed higher than all CTE Learners in Program Quality - CTE Completer.

TEA Use Only

CTE Review:  Accept  Reject



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## 2020-2021 SC5600 Comprehensive Local Needs Assessment

### SC5600

### SC5600 - Comprehensive Local Needs Assessment

#### Part 3: Labor Market Alignment

##### Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".	
Human Services, Health Science, Education and Training, Architecture and Construction, Transportation, Distribution, and Logistics, Law and Public Service, Science, Technology, Engineering, and Mathematics, Manufacturing, Information Technology, Energy, Hospitality and Tourism, Business, Marketing, and Finance	
<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.	
Burkburnett ISD currently offers (and will continue to offer) courses in the following high growth/high wage occupations listed on the workforce and labor market data for North Texas: Human Services, Health Science, Education and Training, Architecture and Construction, Law and Public Service, Science, Technology, Engineering, and Mathematics, Manufacturing, Information Technology, Hospitality and Tourism, and Business, Marketing, and Finance. Arts, Audio Visual Technology and Communication and Agriculture, Food, and Natural Resources are ranked in Burkburnett ISD's top six Career Clusters for CTE Learners, however, neither are both high growth/high wage in the workforce and labor market data. We will discuss these clusters with our stakeholders to determine if change is necessary.	
<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject

#### Part 4: Programs of Study/Size, Scope, and Quality

##### Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.	
Burkburnett High School has 827 students enrolled and serves students in 22 statewide approved Programs of Study.  Based on the guidelines of 2 Programs of Study per 501-1000 students enrolled, Burkburnett ISD is well prepared to serve students through a variety of Program of Study options.	
<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.	
Burkburnett ISD has a CTE Advisory Committee which meets annually and is made up of all stakeholders mentioned above. The committee reviews CTE courses and labor market data in order to ensure that Burkburnett ISD is on target to meet the needs of both students and the local economy.	
<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to your enrollment.	
Students in Burkburnett ISD participate in work-based learning and complete advanced academic courses (Practicum and Career Preparation), however, we struggle to find opportunities that align with what students want to do beyond high school due to limited local opportunities, age restrictions, and student schedules. Currently 34% of Burkburnett High School students are enrolled in work-based learning and/or advanced courses. Through Programs of Study, we look for this number to increase.	
<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject



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**2020-2021 SC5600 Comprehensive Local Needs Assessment**

**SC5600**

**SC5600 - Comprehensive Local Needs Assessment**

**Part 5: Recruitment, Retention, and Training of CTE Educators**

**Assess and develop plans to improve the quality of CTE faculty.**

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

CTE teachers are provided with sustained, intensive professional development and collaborate frequently to coordinate curriculum, instruction, assessment, and extended learning activities. TEA CTE updates are shared with CTE personnel often. Through Perkins funds, teachers are able to attend conferences that focus on content and curriculum. All CTE teachers have been trained in Project Based Learning (PBL) and are expected to do at least three projects per year. Administrators and counselors also receive CTE training, when appropriate. Student outcomes are improved when all stakeholders receive training and are kept up-to-date with TEA requirements.

TEA Use Only CTE Review:  Accept  Reject

2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

All new faculty and staff (including those from industry) are provided a mentor teacher and training throughout their first year in Burkburnett ISD. Additionally, CTE teachers meet with the CTE coordinator regularly to discuss issues and/or questions. The department chair helps with purchasing and travel procedures.

TEA Use Only CTE Review:  Accept  Reject

3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

CTE teachers meet state, district and/or institution certification and licensing requirements. CTE teachers also possess appropriate credentials, knowledge, and experience in their CTE area(s) of instruction, including industry-relevant knowledge and skills.

TEA Use Only CTE Review:  Accept  Reject



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**2020-2021 SC5600 Comprehensive Local Needs Assessment**

**SC5600**

**SC5600 - Comprehensive Local Needs Assessment**

**Part 6: Improving Equity and Access**

**Evaluate progress in providing equal access to CTE programs.**

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

In looking at data for Burkburnett ISD, disparity among student groups taking part in CTE at disproportionate levels is insignificant. However, representation was slightly higher for the following groups: Male, Asian, Black or African American, Hispanic or Latino and marginally underrepresented for the following groups: Female, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, White, and Two or More Races.

TEA Use Only CTE Review:  Accept  Reject

2. Identify any barriers that prevent certain populations of CTE learners from accessing your programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

In BISD, 78% of our current students are enrolled in or have taken CTE courses. We are very fortunate to be able to provide students with multiple opportunities to access our programs. CTE is a priority and is supported by the school board and district and campus administration through:

- 1) funding that is provided to regularly update, maintain, and replace equipment
- 2) adequate space that is accessible for all students and reflects current workplace requirements (including federal, state, and local safety standards)
- 3) curriculum materials and training opportunities that align to industry, occupational standards, and program objectives

A barrier that might prevent certain populations of CTE learners from accessing our programs could be enrollment in AP, Dual-credit courses which limits flexibility in a student's schedule.

TEA Use Only CTE Review:  Accept  Reject

3. Describe how and when you recruit students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations.

CTE programs are marketed to all potential students and their parents/guardians through several events held throughout the year. 8th grade students have access to preview high school CTE offerings during the following events:

- 1) Required enrollment in College and Career Readiness class
- 2) CTE Expo - In the spring of their 8th grade year, students take a tour of high school CTE classrooms and have the opportunity to talk to teachers
- 3) Student Survey - Students are given a survey after the Expo to express interest in certain courses and/or programs of study. Their responses guide planning of future courses at the high school level.
- 4) 8th Grade Scheduling - Students and their parents are provided materials and time with teachers and counselors to decide upcoming high school schedule

TEA Use Only CTE Review:  Accept  Reject



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## 2020-2021 SC5600 Comprehensive Local Needs Assessment

### SC5600

### SC5600 - Comprehensive Local Needs Assessment

#### Part 7: Summary

##### LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission and vision of the Burkburnett ISD Career and Technical Education (CTE) program is to provide high quality instructional opportunities for students that, in turn, prepare them for success as they enter the workforce or continue their education at the post-secondary level. By integrating rigorous classroom instruction with relevant, work-based experiences, students acquire new information, concepts, and techniques related to their specific career interests.

<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
---------------------	--

2. List the top (three-five) CTE priorities over the next four-years.

1. Offer learning experiences throughout-out high school that prepares students with academic and technical skills needed as they pursue post-secondary opportunities or enter the workforce.
2. Increase the number of CTE Learners in BISD, specifically CTE Completers.
3. Provide students with knowledge and skills required to earn an industry based certification.
4. Collaborate with local business and organizations to provide students opportunities to participate in work-based learning and job shadowing experiences.
5. Incorporate new and emerging soft skills needed to perform tasks proficiently at current business and industry standards.

<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
---------------------	--

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

**Most Aligned CTE Programs of Study:** Medical Therapy, Early Learning/Teaching and Training, and Engineering. Using TEA's Program of Study Resources, these Programs of Study can easily be supported and expanded by adding additional courses to ensure CTE Completers (who will earn Industry Based Certification(s)). This is possible with existing personnel.

**Least Aligned CTE Programs of Study:** Arts, Audio/Visual Technology and Communications, Agriculture, Food, and Natural Resources, and Information Technology. Burkburnett ISD will look at these Programs of Study during CTE Planning Meetings (internal) and CTE Advisory Meetings (external) to determine whether to grow or retire these Programs of Study.

<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
---------------------	--

4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

Academic Proficiency in Reading/Language Arts, Academic Proficiency in Mathematics, Academic Proficiency in Science, Non-traditional Program Concentration, Program Quality - CTE Completer

Through district and campus planning, we will be very intentional to incorporate core content into CTE instruction. This will be done through cross-curricular projects as Project Based Learning (PBL) is our instructional model. Additionally, CTE teachers will work closely with the campus specialist for planning, resources, etc. Increasing non-traditional program concentration has been and will continue to be a priority. We will continue to use TEA's Programs of Study to guide our work in Burkburnett ISD and will lead to an increase CTE Completers.

<b>TEA Use Only</b>	CTE Review: <input checked="" type="radio"/> Accept <input type="radio"/> Reject
---------------------	--

#### Part 8: Assessment Contact

<b>Primary Contact</b>		<b>Select Contact:</b> <span style="border: 1px solid white; padding: 2px;">Select One ▼</span> <b>or</b> <span style="border: 1px solid white; padding: 2px; background-color: #ccc;">Add New Contact</span>
First Name: Casey	Middle Initial: A	Last Name: Hunter
Phone: 940-569-3326	Ext: 5	E-Mail: casey.hunter@burkburnettisd.org
Title: STEM/CTE Coordinator		



SAS#: PERKAA21

Organization: BURKBURNETT ISD  
 Campus/Site: N/A  
 Vendor ID: 1756000293

County District: 243901  
 ESC Region: 09  
 School Year: 2020-2021

## 2020-2021 SC5600 Comprehensive Local Needs Assessment

### SC5600

### SC5600 - Comprehensive Local Needs Assessment

## Part 9: Certification and Incorporation

### Certification and Incorporation Statement

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

### Authorized Official

Select Contact:  or

First Name: Casey Middle Initial: A Last Name: Hunter Title: STEM/CTE Coordinator

Phone: 940-569-3326 Ext: 5 E-Mail: casey.hunter@burkburnettisd.org

### Submitter Information

First Name: Casey Last Name: Hunter

Approval ID: casey.hunter Submit Date and Time: 3/26/2020 8:36:05 AM

Only the legally responsible party may submit this report.

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. Navigation 360 Dashboard	Asst. Superintendent of HR, Operations Coordinator	Quarterly
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.	Technology Director, School counselors, Physical Education Department Leader, School Attendance Clerks	Quarterly
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> <li>● Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	DAEP/Gateway Center	DAEP Principal	Quarterly

<p><b>4. District’s Decision-Making and Planning Policies</b></p> <ul style="list-style-type: none"> <li>● Evaluation – every two years</li> </ul>	TEC 11.252(d)	Plan4Learning	Assistant Superintendent of C&I, Director of Federal Programs	Annually
<p><b>5. Dropout Prevention</b></p>	TEC 11.252	Student Data Management	Director of Federal Programs	Annually
<p><b>6. Dyslexia Treatment Programs</b></p> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.	Director of Special Education	Quarterly
<p><b>7. Migrant Plan (Title I, Part C)</b></p> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul> <p>“There are currently no migrant students enrolled in the district. As a non-project district, Burkburnett ISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment date for returning students. Burkburnett ISD ensures that each campus has a completion rate of 90% or higher. Region 9 verifies the identification of eligible students and provides any necessary services once it is determined that the district is not able to meet the need (supplement not supplant).”</p>	P.L. 107-110, Section 1415(b)	Region 9 ESC	Director of Federal Programs	Annually



<p><b>8. Pregnancy Related Services</b></p> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		Secondary Counseling Center	Director of Federal Programs	Annually
<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> <li>Teach for Texas grant programs</li> <li>The need to make informed curriculum choices for beyond high school</li> <li>Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	Secondary Counseling Center	College and Career counselor, Coordinator of STEM	Annually
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>Ensuring that teachers are receiving high-quality professional development</li> <li>Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Skyward, Human Resources Office	Assistant Superintendent of Human Resources	Annually

<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	Campus Principals, Assistant Superintendent of Human Resources	Annually
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:             <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal)  Board Policy DMA(Legal)	The school will follow Board Policy FFB and FNF.	Threat Assessment Team , Director of Special Education	Annually
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>● Methods for addressing             <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Board Policies: FFB, FOC, FOCA, DMA and FFE	Threat Assessment Team , Director of Special Education	Annually
<b>14. Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	Board Policy DMA(Legal)	Behavior Specialist , Director of Special Education	Annually

<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Curriculum Guide	Director of Technology, Assistant Superintendent of C&I	Annually
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