



BURNHAMWOOD
— CHARTER —
SCHOOL DISTRICT

Burnham Wood Charter School District exists to provide each student the necessary skills needed to reach their fullest academic potential in order that they may actively contribute to the improvement of their community, their country, and the world as a whole. Whereas Da Vinci could only dream about the stars, our students will have the opportunity to be among them.

Our Mission



BURNHAMWOOD

— CHARTER —
SCHOOL DISTRICT

Burnham Wood Charter School District will teach the whole student and build character through a rigorous curriculum of Science, Technology, Engineering, Mathematics, and Fine Arts rooted in a foundation of Respect, Responsibility, and Quality.

Our Vision



BURNHAMWOOD
— CHARTER —
SCHOOL DISTRICT

District staff member assigned to oversee coordination of the plan

Dr. Joe E. Gonzales,
Superintendent

Oversee Plan



BURNHAMWOOD
— CHARTER —
SCHOOL DISTRICT

District-wide Pre-K-2nd Grade Assessments

Pre-K

CIRCLE Assessment

- Rapid vocabulary, phonological awareness, and math

K-2nd Grade

mClass Assessment

- Reading- DIBELS 8th Ed.
- Math- forthcoming

3rd Grade District Assessment

BOY Assessment

- A tool that the Texas Education Agency (TEA) offered to all students to determine how well they mastered grade-level knowledge and skills during the 2019-2020 school year.

EARLY CHILDHOOD (EC-LM) READING BOARD OUTCOME GOAL



At Approaches
Grade Level or
Above

3 rd grade	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	83%	94%	No testing	90%	90%	90%	90%
Hispanic	82%	92%	No testing	90%	90%	90%	90%
African American	*	100%	No testing	90%	90%	90%	90%
White	100%	100%	No testing	90%	90%	90%	90%

At Meets Grade
Level or Above

3 rd grade	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	51%	56%	No testing	59.5%	63%	66.5%	70%
Hispanic	48%	60%	No testing	62.5%	65%	67.5%	70%
African American	*	43%	No testing	49.75%	56.5%	63.25%	70%
White	67%	44%	No testing	50.5%	57%	63.5%	70%

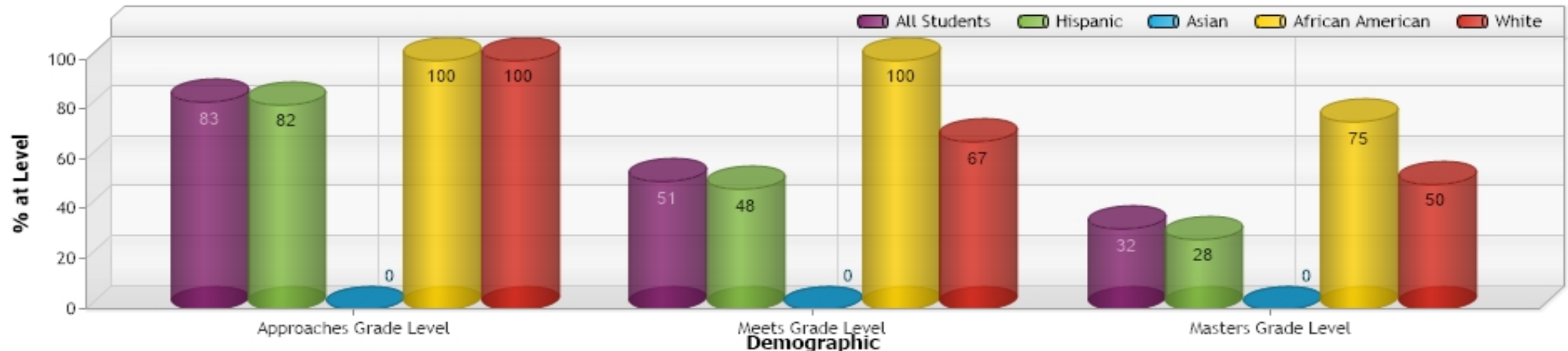
State Goal is 60%
at Meets Grade
Level or Above

Reading/ELA STAAR 2017-2018

STAAR Results by Demographic for BURNHAM WOOD CHARTER SCHOOL

Subject: Reading/ELA Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2018
 Demographic Group(s): All Students, Hispanic, Native American, Asian, African American, Islander, White, Two or More Races, No Race Info Join Demos Using: OR
 Source: Admin

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	82	68	83%	42	51%	26	32%
Hispanic	71	58	82%	34	48%	20	28%
Asian	1	0	0%	0	0%	0	0%
African American	4	4	100%	4	100%	3	75%
White	6	6	100%	4	67%	3	50%

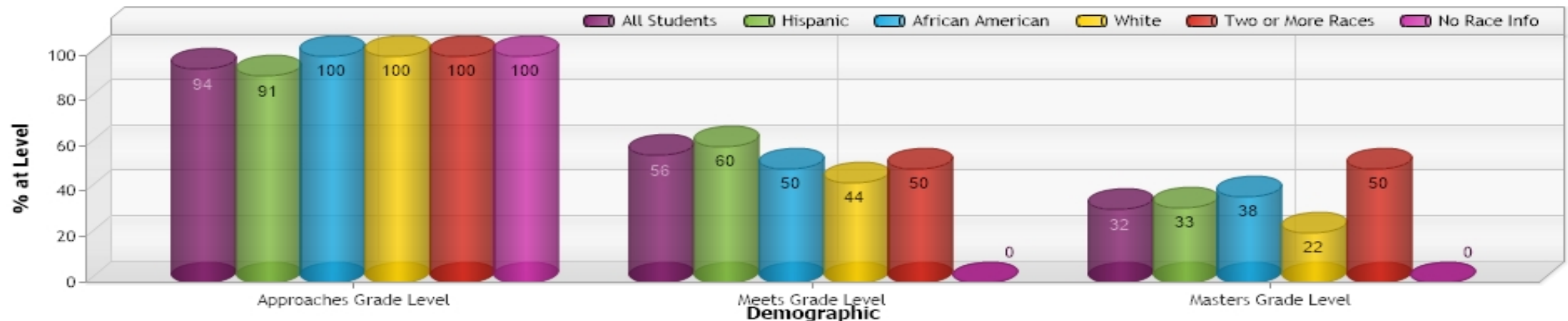


Reading/ELA STAAR 2018-2019

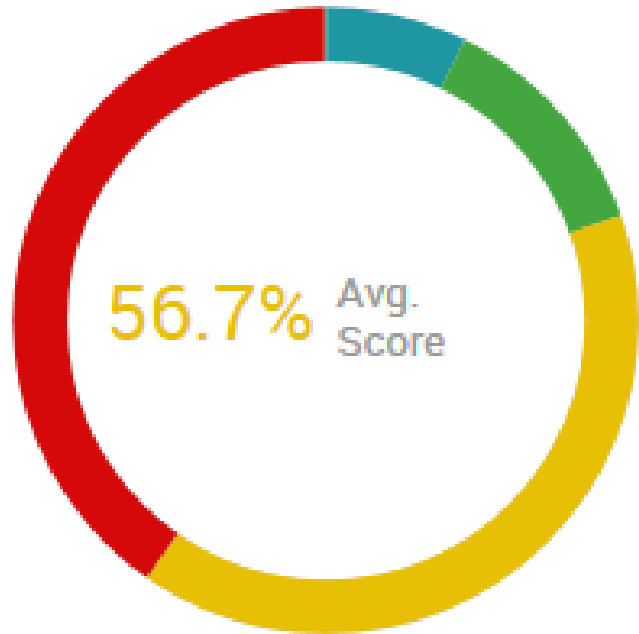
STAAR Results by Demographic for BURNHAM WOOD CHARTER SCHOOL

Subject: Reading/ELA Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2019
 Demographic Group(s): All Students, Hispanic, Native American, Asian, African American, Islander, White, Two or More Races, No Race Info Join Demos Using: OR
 Source: Admin

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	78	73	94%	44	56%	25	32%
Hispanic	58	53	91%	35	60%	19	33%
African American	8	8	100%	4	50%	3	38%
White	9	9	100%	4	44%	2	22%
Two or More Races	2	2	100%	1	50%	1	50%
No Race Info	1	1	100%	0	0%	0	0%



Beginning of Year (BOY) Third Grade- READING- (ENG)



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Advanced	7.3%	6	88% - 100%
Proficient	12.2%	10	76% - 87.9%
Basic	40.2%	33	52% - 75.9%
Below Basic	40.2%	33	0% - 51.9%

EARLY CHILDHOOD (EC-LM) READING BOARD OUTCOME GOAL



➤ Goal

- Student achievement on third grade state assessments in reading at meets grade level (or above) expectations or approaching grade level or above for all students will remain above 70% through August 2024.
- Student achievement on third grade state assessments in reading at meets grade level (or above) expectations or approaching grade level or above for Hispanic students will increase to 70% through August 2024.
- Student achievement on third grade state assessments in reading at meets grade level (or above) expectations or approaching grade level or above for African American students will increase to 70% through August 2024.
- Student achievement on third grade state assessments in reading meets grade level (or above) expectations or approaching grade level or above for White students will increase to 70% through August 2024.
- Student achievement in PreK and Kindergarten aligned to reading that meets grade level (or above) expectations or approaching grade level or above for all students will be established and increase by 5% through August 2024.
- Student achievement in 1st through 3rd grade aligned to reading that meets grade level (or above) expectations or approaching grade level or above for all students will be established and increase by 5% through August 2024.
- All PreK through 3rd grade teachers and administrators will complete The Science of Reading Academies over the next three years. All new teachers will be enrolled in the district Mentoring program to support effective instructional practices. Ongoing professional development will be provided aligned to campus and district level initiatives that support effective instructional practices.

EARLY CHILDHOOD (EC-LM) READING BOARD OUTCOME GOAL



- Monitoring calendar
 - Yearly the School Board will receive a report out related to student outcome progress two times a year within 30 days after benchmarks, typically in November/December and February/March depending on when benchmarking occurs.
 - Yearly the School Board will receive a report out of student performance related to student outcome progress once a year within 30 days of the state releasing student performance data, typically in August/September depending on when the state releases data.

- Action Steps
 - Disaggregate student performance by TEKS Goal and Student Expectation
 - Communicate student performance to the student and family in a manner they will understand
 - Provide support for families to work directly with students in areas of weakness and support them in working directly with their student's educational progress
 - Communicate student performance to teachers and administrators
 - Identify students who need additional support and assign them to tutorials
 - Provide prescriptive tutoring to students as appropriate
 - Complete Curriculum Based Assessments (CBAs) throughout the school year to inform prescriptive tutoring interventions

EARLY CHILDHOOD (EC-LM) MATH BOARD OUTCOME GOAL



At Approaches
Grade Level or
Above

3 rd grade	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	89%	92%	No testing	90%	90%	90%	90%
Hispanic	90%	90%	No testing	90%	90%	90%	90%
African American	*	100%	No testing	90%	90%	90%	90%
White	100%	100%	No testing	90%	90%	90%	90%

At Meets Grade
Level or Above

3 rd grade	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	65%	62%	No testing	65.25%	68.5%	71.75%	75%
Hispanic	63%	60%	No testing	63.75%	67.5%	71.25%	75%
African American	*	57%	No testing	61.5%	66%	70.5%	75%
White	83%	67%	No testing	69%	71%	73%	75%

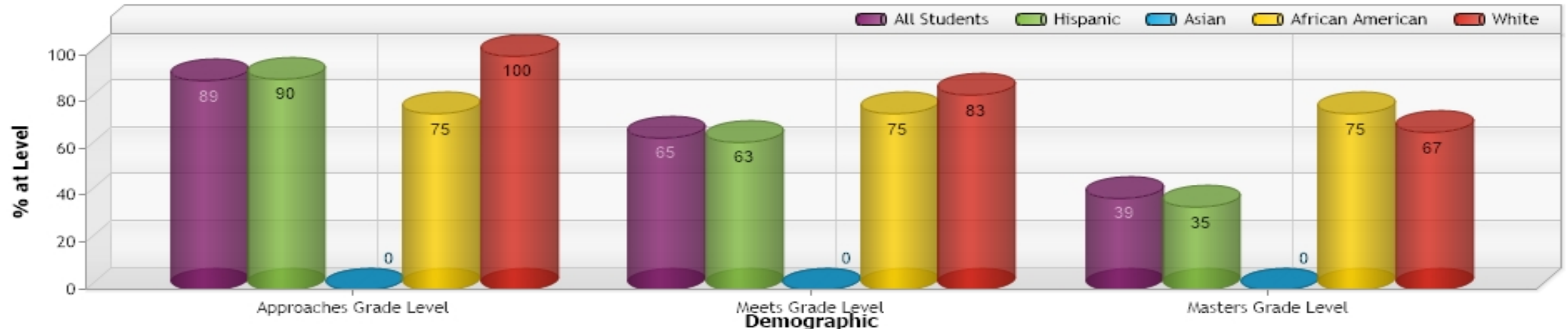
State Goal is 60%
at Meets Grade
Level or Above

Math STAAR 2017-2018

STAAR Results by Demographic for BURNHAM WOOD CHARTER SCHOOL

Subject: Mathematics Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2018
 Demographic Group(s): All Students, Hispanic, Native American, Asian, African American, Islander, White, Two or More Races, No Race Info Join Demos Using: OR
 Source: Admin

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	82	73	89%	53	65%	32	39%
Hispanic	71	64	90%	45	63%	25	35%
Asian	1	0	0%	0	0%	0	0%
African American	4	3	75%	3	75%	3	75%
White	6	6	100%	5	83%	4	67%

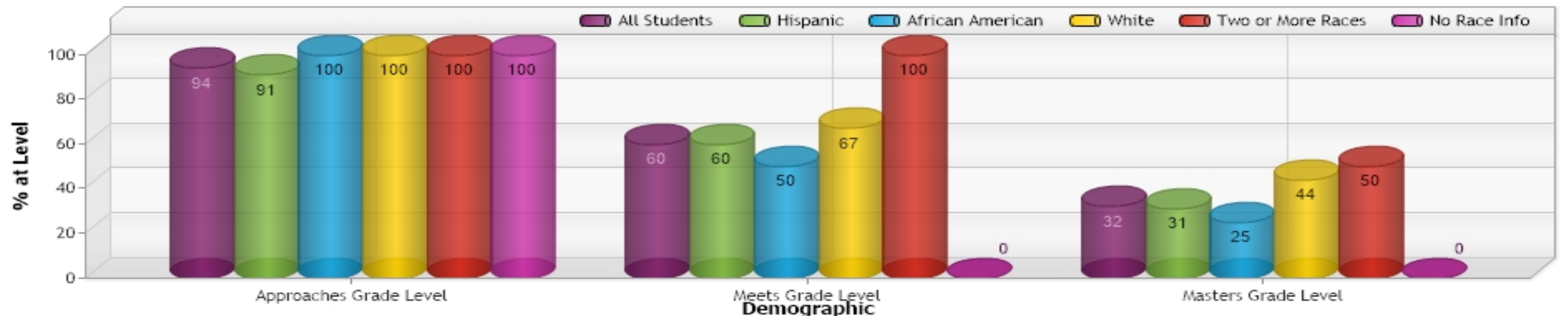


Math STAAR 2018-2019

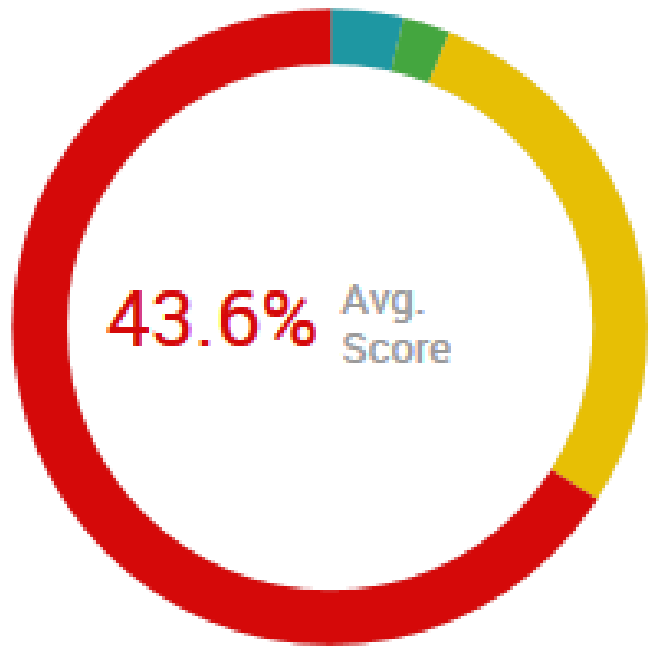
STAAR Results by Demographic for BURNHAM WOOD CHARTER SCHOOL

Subject: Mathematics Curriculum: Grade 03 Language: E Version(s): STAAR Date: 5 2019
 Demographic Group(s): All Students, Hispanic, Native American, Asian, African American, Islander, White, Two or More Races, No Race Info Join Demos Using: OR
 Source: Admin

Subpopulation	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	78	73	94%	47	60%	25	32%
Hispanic	58	53	91%	35	60%	18	31%
African American	8	8	100%	4	50%	2	25%
White	9	9	100%	6	67%	4	44%
Two or More Races	2	2	100%	2	100%	1	50%
No Race Info	1	1	100%	0	0%	0	0%



Beginning of Year (BOY) Third Grade- MATH- (ENG)



SCORE GROUPS	% STUDENTS	# STUDENTS	SCORE RANGE
Advanced	3.7%	3	87% - 100%
Proficient	2.4%	2	75% - 86.9%
Basic	28%	23	50% - 74.9%
Below Basic	65.9%	54	0% - 49.9%

EARLY CHILDHOOD (EC-LM) MATH BOARD OUTCOME GOAL



➤ Goal

- Student achievement on third grade state assessments in math meets grade level (or above) expectations or approaching grade level or above for all students will remain above 75% through August 2024.
- Student achievement on third grade state assessments in math meets grade level (or above) expectations or approaching grade level or above for Hispanic students will increase to 75% through August 2024.
- Student achievement on third grade state assessments in math meets grade level (or above) expectations or approaching grade level or above for African American students will increase to 75% through August 2024.
- Student achievement on third grade state assessments in math meets grade level (or above) expectations or approaching grade level or above for White students will increase to 75% through August 2024.
- Student achievement in PreK and Kindergarten aligned to math that meets grade level (or above) expectations or approaching grade level or above for all students will be established and increase by 10% through August 2024.
- Student achievement in 1st and 2nd grade aligned to math that meets grade level (or above) expectations or approaching grade level or above for all students will be established and increase by 10% through August 2024.
- All principals or designee will participate in at least one training that supports mathematic instruction over the next three years and bring back information to their teachers. All new teachers will be enrolled in the district Mentoring program to support effective instructional practices. Ongoing professional development will be provided aligned to campus and district level initiatives that support effective instructional practices.

EARLY CHILDHOOD (EC-LM) MATH BOARD OUTCOME GOAL



- Monitoring calendar
 - Yearly the School Board will receive a report out related to student outcome progress two times a year within 30 days after benchmarks, typically in November/December and February/March depending on when benchmarking occurs.
 - Yearly the School Board will receive a report out of student performance related to student outcome progress once a year within 30 days of the state releasing student performance data, typically in August/September depending on when the state releases data.

- Action Steps
 - Disaggregate student performance by TEKS Goal and Student Expectation
 - Communicate student performance to the student and family in a manner they will understand
 - Provide support for families to work directly with students in areas of weakness and support them in working directly with their student's educational progress
 - Communicate student performance to teachers and administrators
 - Identify students who need additional support and assign them to tutorials
 - Provide prescriptive tutoring to students as appropriate
 - Complete Curriculum Based Assessments (CBAs) throughout the school year to inform prescriptive tutoring interventions

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL OVERAL CRITERIA GRADUATES



➤ Goal

- The percentage of all graduates that meet the criteria for CCMR criteria for college, career or military readiness will increase from 87.5% to 90% through August 2024.
- The percentage of Hispanic graduates that meet the criteria for CCMR for TSI will remain at 90% or higher through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	87.5%	No available	No testing	88%	88.2%	88.7%	90%
Hispanic	90%	No available	No testing	90%	90%	90%	90%

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL TSI CRITERIA GRADUATES



➤ Goal

- The percentage of all graduates that meet the criteria for CCMR for TSI will increase from 39.1% to 66% through August 2024.
- The percentage of Hispanic graduates that meet the criteria for CCMR for TSI will increase from 47.4% to 66% through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	66.7%	39.1%	No testing	45.8%	52.5%	59.3%	66%
Hispanic	65%	47.4%	No testing	52.05%	56.7%	61.35%	66%

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL DUAL COURSE CREDITS

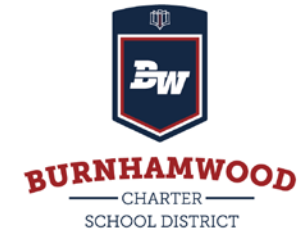


➤ Goal

- The percentage of all graduates that meet the criteria for CCMR for dual credit courses will increase from 69.6% to 75% through August 2024.
- The percentage of Hispanic graduates that meet the criteria for CCMR for dual credit courses will increase from 73.7% to 75% through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	0%	69.6%	No testing	70.9%	72.2%	73.5%	75%
Hispanic	0%	73.7%	No testing	74%	74.3%	74.6%	75%

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL AP/IB CRITERIA IN ANY SUBJECT

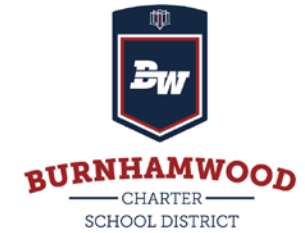


➤ Goal

- The percentage of all graduates that meet the criteria for CCMR for AP/IB will increase from 13% to 50% through August 2024.
- The percentage of Hispanic graduates that meet the criteria for CCMR for AP/IB will increase from 10.5% to 50% through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	41.7%	13%	No testing	22.2%	31.2%	40.2%	50%
Hispanic	45%	10.5%	No testing	20.4%	30.3%	40.15%	50%

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL INDUSTRY-BASED CERTIFICATION



➤ Goal

- The percentage of all graduates that meet the criteria for CCMR for industry-based certification will increase from 0% to 10% through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	0%	0%	No testing	2.5%	5%	7.5%	10%

COLLEGE, CAREER, MILITARY READY CCMR BOARD OUTCOME GOAL U.S. ARMED FORCES ENLISTMENT



➤ Goal

- The percentage of all graduates that meet the criteria for CCMR for U.S. Armed Forces enlistment will increase from 0% to 10% through August 2024.

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal
All Students	0%	0%	No testing	2.5%	5%	7.5%	10%

COLLEGE, CAREER, MILITARY READY CCMR Monitoring Calendar



➤ Monitoring calendar

▪ College readiness

- Yearly the School Board will receive a report out related to student outcome progress two times a year within 30 days after benchmarks, typically in November/December and February/March depending on when benchmarking occurs.
- Yearly the School Board will receive a report out related to student outcome progress two times a year within 30 days after benchmarks, typically in November/December and February/March depending on when students complete dual credit courses.
- Yearly the School Board will receive a report out of student performance related to student outcome progress once a year within 30 days of the state releasing student performance data, typically in August/September depending on when the state releases data.

▪ Career readiness

- Yearly the School Board will receive a report out related to student outcome progress one time a year within 30 days after the close of the first semester, typically between January and March depending on when student's complete industry-based assessment.
- Yearly the School Board will receive a report out of student performance related to student outcome progress once a year within 30 days of the state releasing student performance data, typically in August/September depending on when the state releases data.

▪ Military readiness

- Yearly the School Board will receive a report out related to student outcome progress one time a year within 30 days after the close of the first semester, typically between January and March depending on when early graduating student's, if any, have had the opportunity to enlist.
- Yearly the School Board will receive a report out of student performance related to student outcome progress once a year within 30 days of the state releasing student performance data, typically in August/September depending on when the state releases data.

COLLEGE, CAREER, MILITARY READY CCMR Action Steps – College Readiness



➤ Action Steps

▪ College Readiness – TSI performance

- Disaggregate student performance by TEKS Goal and Student Expectation
- Communicate student performance to the student and family in a manner they will understand
- Provide support for families to work directly with students in areas of weakness
- Communicate student performance to teachers and administrators
- Identify students who need additional support and assign them to tutorials
- Provide prescriptive tutoring to students as appropriate
- Complete Curriculum Based Assessments (CBAs) throughout the school year to inform prescriptive tutoring interventions

▪ College Readiness – Dual credit courses

- Identify students for dual credit courses
- Communicate options to the student and family in a manner they will understand
- Enroll students in dual credit courses
- Monitor student performance in dual credit courses aligned to student progress reports and report cards
- Communicate student performance to teachers and administrators
- Identify students who need additional support and assign them to tutorials
- Provide prescriptive tutoring to students as appropriate

COLLEGE, CAREER, MILITARY READY CCMR Action Steps – College Readiness



➤ Action Steps

▪ College Readiness – AP/IB completion

- Identify students for AP/IB courses
- Communicate options to the student and family in a manner they will understand
- Enroll students in AP/IB courses
- Monitor student performance in AP/IB courses aligned to student progress reports and report cards
- Communicate student performance to teachers and administrators
- Identify students who need additional support and assign them to tutorials
- Provide prescriptive tutoring to students as appropriate
- Coordinate assessments for students completing AP/IB courses
- Provide assessments for students completing AP/IB courses

COLLEGE, CAREER, MILITARY READY CCMR Action Steps – Career Readiness



➤ Action Steps

▪ Career Readiness – Approved industry-based assessment

- Identify industry-based certification courses that have a living wage potential
- Recruit and retain teachers for industry-based certification courses that have a living wage potential
- Identify students for industry-based certification courses
- Communicate options to the student and family in a manner they will understand
- Enroll students in industry-based certification courses
- Monitor student performance in industry-based certification courses aligned to student progress reports and report cards
- Communicate student performance to teachers and administrators
- Identify students who need additional support and assign them to tutorials
- Provide prescriptive tutoring to students as appropriate
- Coordinate assessments for students completing industry-based certification
- Support students through assessments for industry-based certification

COLLEGE, CAREER, MILITARY READY CCMR Action Steps – Military Readiness



➤ Action Steps

- Military Readiness – U.S. Armed Forces enlistment
 - Close communication/collaborations with Military recruiters
 - Offer Military recruiters' access to students during appropriate student events aligned to post secondary opportunities
 - Work with Fort Bliss to identify opportunities to work with them in support of Military Readiness standard
 - Support students taking the ASVAB with their local Military recruiters