

BURRUS ELEMENTARY SDMC MEETING NOTES

6/12/24

1:00pm

Virtual – MS Teams

- **Call to Order:** 1:03pm (waiting on other members to join)
- **WELCOME**
- **In attendance:**
 - Nicole Williams, Principal
 - Dr. Erin Green, Assistant Principal
 - Alexandra Ellis, SpEd Teacher
 - Jonathan Jackson, Band Director
 - Tonya Debose, Community Liaison
 - Iren Garcia, Office Manager
- **REVIEW OF NORMS AND AGREEMENTS**
- **PULSE CHECK and CELEBRATIONS**
 - Burrus completed the entire school year fully staffed.
 - Burrus implemented the NES system successfully.
 - As a result of implementing NES, our results showed gains.
 - We were able to celebrate our kids at the end of the school year:
 - Awards Ceremonies
 - 5th grade Fun Day
 - **IRT**
 - Round 1 8.6 Nov. (goal was 9)
 - Round 2 6.13 Dec./Jan.
 - Met and talked about data.
 - Wrote down commitments to transforming instruction and displaying this instruction.
 - Round 3 10.25 Apr. (above proficient)
 - Round 4 11.83 June (above proficient)
 - This happened before the day before the last day of school and visitors displayed high quality instruction
 - Avg. of Highest 2 IRT Scores 11.04 (Avg Rd. 3 & 4)
 - District considers to two highest of the scores to rate our overall instruction.
 - District will consider all schools together for a targeted distribution.
 - After targeted distribution, we will know what Burrus was rated through instructional lens
 - **EOY MAP – Math (K-5)**
 - While there are many celebrations with this data, there are also data to capitalize on to propel forward to address gaps before August.
 - Kinder – Yellow for growth
 - 1st – Red
 - 2nd - Yellow for growth
 - Achievement Realm – Red (students are not passing)
 - We need to close the gaps within a timeframe.
 - In grades K & 2, we are closing achievement gaps.
 - 3-5 a lot of green areas for growth
 - Still need to close achievement gaps

- RLA – 2 through 5
 - Kids are growing
 - Achievement numbers are increasing for 3rd – 5th
 - 2nd grade needs targeted intervention and planning for Spring
 - Sci 4 & 5 green for growth
 - 3rd grade green for achievement
 - 2nd grade yellow
 - Significant gains for 2nd grade Science.
 - Should be able to use these gains to propel RLA
- **STAAR**
 - Efforts paid off!
 - Math (3-5)
 - 75% Approaching
 - 41% Meets
 - 17% Masters
 - Reading (3-5)
 - 73% Approaching
 - 48% Meets
 - 23% Masters
 - Science (5th grade only)
 - 48% Approaching
 - 19% Meets
 - 4% Masters
 - Gained in every content area and performance level
 - Not happy about Science data, but we are celebrating growth
 - We will leverage to continue to move the work forward.
- **DEFINED AUTONOMY IN 2024-2025**
 - **Why?**
 - Each principal and campus had its own autonomy.
 - Current superintendent stated that the reason why the district has performed the way it has performed over the last few years is because of no accountability
 - Based on data 123 D and F rated campuses
 - Magnet schools are performing well and are A and B campuses
 - In order to exit to TEA takeover, the district has to raise its accountability rating and performance
 - We cannot sacrifice high quality instruction in an attempt to give more autonomy
 - **School Expectations In 2024-2025**
 - All schools
 - Follow board policy
 - Follow all laws
 - Follow district calendar (no matter autonomy level)
 - Follow district start and stop times
 - Follow district-wide orientation and professional development days
 - Follow district-wide assessment calendar
 - Compliance requirements
 - High-quality instruction
 - TEKS
 - Lesson Objectives posted

- 6 spot observations per week
 - Follow directives from Superintendent
- **Levels of Autonomy In 2024-2025**
 - Level 4 – Separate and Unique Magnet schools (21 schools)
 - Level 3 – A or B school
 - Level 2 – C and D rated schools (Non- NES)
 - Level 1 – All NES schools (regardless of rating) (130 schools)
- **Who Has What Autonomy In 2024-2025?**
 - Level 4 – Separate and Unique Magnet schools (21 schools)
 - Full autonomy over:
 - Programs
 - Curriculum (cannot violate board policy)
 - Budget
 - Instructional delivery
 - Master schedule
 - Professional development
 - Staffing model
 - Teacher evaluation
 - Teacher compensation
 - Principal evaluation
 - Principal compensation
 - Vendor services
 - May request to adjust the testing calendar to align with college schedules
 - Can choose whether or not classroom doors are kept open during instruction
 - Restroom procedures
 - Which field trips they want to engage in
 - Cannot conflict with testing calendar
 - Must receive pre-approval
 - Dress code
 - Cannot conflict with district code of conduct
 - Discipline procedures
 - How the library is used
 - Holiday celebrations (limited autonomy)
 - Does not have autonomy for cell phone use (high schools can make exceptions for phone usage during lunch)
 - Extended school day
 - Level 3 – A or B school
 - Full autonomy over:
 - Programs
 - Curriculum (cannot violate board policy)
 - Budget
 - Instructional delivery
 - Master schedule
 - Professional development
 - Staffing model
 - Teacher evaluation
 - Teacher compensation

- Principal evaluation
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 - Holiday celebrations (limited autonomy)
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 - Extended school day
- Level 2 – C and D rated schools (Non-NES)
 - Full autonomy over:
 - How to engage with vendors and purchase services
 - May not request changes to master schedule
 - Classroom doors must be kept open during instruction
 - Restroom procedures
 - SpEd compliance with minority achievement gap
 - If a school is below proficient in 1 of 4 of the areas, the campus must outline specific action steps in school action plan. (No matter the school autonomy level)
 - Which field trips they want to engage in
 - Cannot conflict with testing calendar
 - Must receive pre-approval
 - Dress code
 - Cannot conflict with district code of conduct
 - Discipline procedures.
 - How the library is used
 - Holiday celebrations (limited autonomy)
 - Does not have autonomy for cell phone use (high schools can make exceptions for phone usage during lunch)
 - Extended school day
- Level 1 – All NES schools (regardless of rating) (130 schools)
 - Full autonomy over:
 - Classroom doors must be kept open during instruction.
 - Must follow restroom procedures that have been outlined for NES (taking cones to restroom)
 - Required to implement MRS strategies.
 - Which field trips they want to engage in
 - Cannot conflict with testing calendar.

- Must receive pre-approval.
 - Dress code
 - Cannot conflict with district code of conduct.
 - Must follow discipline procedures in NES playbook.
 - Burrus' library was not turned into a Team Center
 - Accessed by students in the morning and after school (arrival and late dismissal)
 - Holiday celebrations (limited autonomy)
 - Does not have autonomy for cell phone use (high schools can make exceptions for phone usage during lunch)
 - Burrus requires students to drop their cell phones off in the mornings and pick them up during dismissal.
 - Campus is open from 6:30am – 5:00pm
- **FLOOR OPENED FOR QUESTIONS AND COMMENTS**
 - There were no questions or comments.
- **Motion to adjourn** at 1:31pm by Ms. Ellis.
 - Dr. Green seconded.