

Ector County Independent School District

Burnet Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence through the courage to try and confidence to learn.

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Value Statement

Building Burnet's Courageous and Confident Colts

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the % of 3rd - 5th grade students performing at the Meets performance level in math on the STAAR assessment will increase from 31% to 41%. Suggested campus interim targets for this objective are as follows:

31% - Baseline

33% - October

36% - January

39% - March

41% - May

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Note: Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. Strategy's Expected Result/Impact: Increased student achievement in math and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Data room supply and materials, color ink, paper, instructional supplies - Local - \$10,000, Student composition books interactive journals, chart paper, - Title One School-wide - \$4,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. Strategy's Expected Result/Impact: Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: see above - Local		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the % of 3rd - 5th grade students performing at the Meets performance level in reading on the STAAR assessment will increase from 37% to 47%. Suggested campus interim targets for this objective are as follows:

37% - Baseline

39% - October

42% - January

45% - March

47% - May

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment
Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: All teacher teams will follow the district-established Professional Learning Communities (PLC) cycles. Collaborative teams will meet a minimum of once per week. During these collaborative team meetings, teachers are expected to: - Identify and prioritize essential standards and clarify what students are expected to know and be able to do. - Develop a shared understanding of proficiency by unpacking standards, reviewing exemplars, and establishing common success criteria. - Plan and administer common formative assessments aligned to the rigor and content of the identified standards. - Analyze common formative assessment, district checkpoint, and other relevant student achievement data to identify strengths, misconceptions, and learning gaps. - Identify students who have mastered essential standards, students who require additional time and support, and students who are ready for enrichment or extension. - Develop and implement timely, targeted interventions and enrichment based on identified student needs. - Share effective instructional practices and collaboratively plan high-quality Tier 1 instruction using evidence-based strategies. - Monitor student progress following intervention or reteaching to determine whether students have achieved proficiency. - Maintain documentation of PLC discussions, data analysis, instructional decisions, intervention plans, and student progress. - Use the continuous PLC cycle of Plan - Teach - Assess - Analyze - Respond to adjust instruction and improve student - achievement. Strategy's Expected Result/Impact: Increased student achievement in reading and teacher capacity through consistent implementation of the PLC cycle. Collaborative planning, analysis of student data, and timely instructional responses will strengthen Tier 1 instruction, increase consistency across classrooms, and ensure students receive targeted intervention or enrichment based on demonstrated need. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Data room supplies and materials, color ink, paper, - Local - \$5,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Teacher teams will systematically track student achievement data utilizing End-of-Unit Assessments, Common Formative Assessments (CFAs), district checkpoints, and i-Ready universal screeners. A campus data room will be maintained and regularly updated to monitor student progress by grade level, subject, and assessment. Students in STAAR-tested grade levels will maintain individual data folders for each tested subject to track assessment performance, establish individual learning goals, and monitor progress throughout the school year. Teachers will conduct regular student data conferences to help students understand their performance, celebrate growth, and identify areas for continued improvement. Strategy's Expected Result/Impact: Increased student achievement through systematic progress monitoring and timely response to student needs; increased teacher capacity to use multiple data sources to guide instructional decisions; and increased student ownership, goal setting, and understanding of individual academic progress. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Student supplies and materials for data folders, color ink, paper - Title One School-wide - \$2,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the % of 5th grade students performing at the Meets performance level in science on the STAAR assessment will increase from 8% to 25%. Suggested campus interim targets are as follows:

8% - Baseline
13% - October
18% - January
23% - March
25% - May

HB3 Board Goal

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will strengthen Tier 1 Science instruction through consistent implementation of the district curriculum and 5E instructional model, emphasizing hands-on investigations, academic vocabulary, scientific reasoning, and frequent opportunities for students to read, write, discuss, and justify their thinking using scientific evidence. Teachers will be expected to: - Consistently implement the district Science curriculum with fidelity - Provide students with frequent hands-on experiences connected directly to the TEKS - Instruction will intentionally incorporate science vocabulary, visuals, models, demonstrations, and opportunities for students to explain their reasoning. Campus leadership and instructional support staff will monitor Science instruction through walkthroughs, lesson-plan reviews, student work, and assessment results. Strategy's Expected Result/Impact: Increased teacher capacity to deliver rigorous, standards-aligned Science instruction and increased student ability to apply scientific concepts, vocabulary, and reasoning to novel situations, resulting in improved STAAR Science performance. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 Funding Sources: Hands on science materials, - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Burnet Elementary will implement a systematic Science spiral and intervention process in grades 3-5 to address prerequisite skill gaps and ensure students receive repeated exposure to high-leverage Science TEKS prior to fifth-grade STAAR. Strategy's Expected Result/Impact: Increased retention of essential Science concepts across grade levels, earlier identification and remediation of learning gaps, and increased student performance at the Approaches, Meets, and Masters levels on fifth-grade STAAR Science. Staff Responsible for Monitoring: Teacher teams, principal, instructional specialists Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: The % of kindergarten through 3rd grade students achieving or exceeding their i-Ready goal will increase from 45% to 60%.

Suggested campus interim targets are as follows:

45% - Baseline

48% - October

52% - January

56% - March

60% - May

HB3 Board Goal

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will strengthen K-3 Tier 1 Reading instruction through consistent implementation of district-adopted high-quality instructional materials (HQIM), supported by job-embedded coaching from the Reading Instructional Specialist. The Reading Instructional Specialist will support teachers through collaborative planning, modeling, co-teaching, classroom observations, and timely feedback. Coaching will focus on effective use of HQIM, alignment to grade-level TEKS, appropriate instructional rigor, differentiation, and evidence-based reading practices. Campus administration and the Reading Instructional Specialist will monitor implementation through walkthroughs, lesson plans, student work, and student performance data. Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of high-quality, standards-aligned Tier 1 Reading instruction, resulting in increased numbers of K-3 students performing on or above grade level in Reading. Staff Responsible for Monitoring: Teacher teams, reading specialist, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Reading Specialist - Title One School-wide - \$85,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: K-3 collaborative teams will engage in consistent PLC cycles to analyze i-Ready, common formative assessment, end-of-unit assessment, and progress-monitoring data to identify student learning needs and provide timely intervention and enrichment. During weekly PLCs, teachers will identify essential standards, analyze student work and assessment results, group students according to identified needs, and plan targeted reteach, intervention, and enrichment using district-approved HQIM and supplemental resources. The Reading Instructional Specialist will facilitate and support PLC cycles to strengthen teachers' ability to analyze data and determine appropriate instructional responses. Student progress will be visibly tracked and monitored throughout the year using campus and classroom data-tracking systems. Teachers and students will regularly review progress toward individual reading goals, and PLC teams will use the data to determine whether instructional responses are producing the desired results. Strategy's Expected Result/Impact: Consistent use of student data to drive instructional decisions will result in earlier identification of learning gaps, timely intervention and enrichment, increased student ownership of learning, and accelerated K-3 Reading growth as measured by i-Ready. Staff Responsible for Monitoring: Teacher teams, reading instructional specialist, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of 3rd grade students performing at the Meets performance level will increase from 45% to 55%. Suggested interim targets are as follows:

45% - Baseline

47% - October

50% - January

53% - March

55% - May

HB3 Board Goal

Indicators of Success:

Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Exit Tickets, Common formative assessments (CFAs), District Checkpoints, BOY, MOY, EOY i-Ready results, STAAR assessment

Progress toward this objective will be reviewed in October, January, March, and May using district checkpoints, CFAs, i-Ready, student work, and other identified assessment data. If performance falls below the established interim target, PLC teams will identify priority standards/student groups requiring additional support and adjust Tier 1 instruction, intervention, reteaching, and progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: Third-grade teachers will engage in weekly PLC cycles to identify essential standards, collaboratively plan rigorous Tier 1 instruction, develop and analyze common formative assessments, and respond to student learning through targeted reteach, intervention, and enrichment. During PLCs, teachers will analyze common formative assessments, end-of-unit assessments, checkpoints, i-Ready data, and student work to identify TEKS and individual students requiring additional support. Particular attention will be given to students performing near the Meets Grade Level standard. The Reading Instructional Specialist will support PLCs with planning, data analysis, instructional strategies, and alignment to grade-level rigor. Strategy's Expected Result/Impact: Increased consistency and rigor of Tier 1 Reading instruction and timely instructional responses will increase the percentage of students demonstrating mastery of grade-level standards and reaching Meets Grade Level or above on STAAR. Staff Responsible for Monitoring: 3rd grade team, reading instructional specialist, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Third-grade teachers will implement a systematic student data-tracking process to monitor progress toward grade-level Reading standards and identify students requiring targeted intervention or enrichment. Teachers and the Reading Instructional Specialist will maintain and regularly review student performance data from common formative assessments, end-of-unit assessments, checkpoints, i-Ready, and other district assessments. Data will be tracked by student and standard to identify trends and determine instructional next steps. Students will also maintain individual data folders to track progress toward learning and assessment goals and increase ownership of their learning. Strategy's Expected Result/Impact: Frequent monitoring of individual student progress will allow teachers to quickly identify learning gaps, adjust instruction, provide targeted small-group support, and accelerate students from Approaches toward Meets and from Meets toward Masters. Staff Responsible for Monitoring: 3rd grade team, reading instructional specialist, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Burnet continues to demonstrate significant achievement gaps across student groups. Emergent Bilingual students showed insufficient English language proficiency growth, while overall STAAR achievement and Closing the Gaps performance remain below state expectations despite relative strength in academic growth. Root Cause: Instruction and intervention have not been consistently differentiated or monitored to ensure students in identified demographic groups, particularly Emergent Bilingual students, receive the targeted support necessary to accelerate achievement and language development.
Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, the percentage of Emergent Bilingual students demonstrating at least one proficiency level of annual progress on TELPAS will increase from TELPAS baseline 7% to 2027 40%.

Evaluation Data Sources: Summit K-12 beginning of the year assessment, 2026 TELPAS results

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will implement a systematic progress-monitoring process for Emergent Bilingual students. Teacher teams, the campus administrator, instructional specialists, and district ESL support will review TELPAS proficiency levels, Summit K-12 data, classroom performance, district assessments, and progress-monitoring data at least monthly. Teachers will use the data to identify language-development needs in listening, speaking, reading, and writing; plan differentiated linguistic supports; and provide targeted intervention when students are not demonstrating expected progress. Strategy's Expected Result/Impact: Increased English-language proficiency growth and improved academic achievement for Emergent Bilingual students through timely identification of language needs, intentional linguistic accommodations, and targeted instructional response. Staff Responsible for Monitoring: Principal, teacher teams, instructional specialists, district ESL teacher. Title I: 2.51 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness Panorama data will increase from 58% to 70%

HB3 Board Goal

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey results, student participation data, recognition/celebration documentation, classroom walkthroughs, student feedback, and school activity calendars..

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will implement consistent schoolwide practices that promote student belonging, positive relationships, and connection to the school community. Staff will intentionally build relationships with students through daily greetings, classroom community-building activities, student recognition, celebrations, and opportunities for students to participate in schoolwide activities and events. Strategy's Expected Result/Impact: Students will report an increased sense of belonging, connection, and positive relationships with adults and peers, resulting in improved School Connectedness scores on the Panorama Survey. Staff Responsible for Monitoring: Teacher teams, special area teachers, office staff, principal, Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Family and Community Engagement 1 - School Organization 1 Funding Sources: Supplies and materials for schoolwide students and staff behavioral expectations posters, supplies and materials for before, during and after school events - Local - \$2,000, - Title One School-wide - \$3,000				

Strategy 2 Details		Reviews			
Strategy 2: Campus leadership and staff will regularly review student perception data, including Panorama Survey results and student feedback, to identify areas of need related to school connectedness. Students will be provided structured opportunities to share their perspectives through student surveys, classroom discussions, student leadership opportunities, and/or student focus groups. Campus teams will use student feedback to identify and implement actions that strengthen school culture, relationships, and student engagement. Strategy's Expected Result/Impact: Increased opportunities for student voice and responsive campus practices will strengthen students' sense of ownership, belonging, and connection to the school community, resulting in improved School Connectedness Panorama Survey results. Staff Responsible for Monitoring: Teacher teams, special area teachers, office staff, principal, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. Root Cause: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.
School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92.5% to 95% by the end of 2026-2027 school year.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will reestablish a campus Attendance Committee that will meet regularly to review attendance data, identify students demonstrating patterns of chronic or increasing absenteeism, and coordinate timely interventions. The committee will monitor individual, grade-level, and campus attendance trends and work collaboratively with teachers, families, counselors, and appropriate support personnel to identify barriers and develop individualized supports for students with attendance concerns. Attendance data will be reviewed at least monthly; students approaching chronic absenteeism will be identified early; families will receive positive and proactive communication before attendance becomes a significant concern; interventions and parent contacts will be documented; and grade-level trends will be shared with staff so that progress toward the 95% goal remains visible. Strategy's Expected Result/Impact: Earlier identification and intervention will reduce chronic absenteeism, strengthen family-school communication, and increase overall student attendance from 92.5% to 95%. Staff Responsible for Monitoring: Teacher teams, office staff, counselor, principal, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1 Funding Sources: Attendance rewards - Local - \$1,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Burnet Elementary will implement a schoolwide attendance recognition and incentive system designed to motivate students and families to prioritize consistent attendance. Recognition will emphasize excellent attendance as well as improved attendance so that students who have previously struggled with attendance have opportunities to be recognized for progress. During morning assembly the class/grade level with the highest weekly attendance will get to keep the Attendance Champion trophy for week; nine-week recognition for students with excellent or significantly improved attendance will be recognized. Strategy's Expected Result/Impact: Consistent recognition, incentives, and family engagement will increase awareness of the importance of daily attendance, motivate improvement, and create a positive schoolwide culture in which students, families, and staff share responsibility for achieving the campus attendance goal. Staff Responsible for Monitoring: Teacher teams, counselor, office staff, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1 Funding Sources: Rewards for students - Title One School-wide - \$1,000	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Exclusionary discipline infractions will decrease from 8 to 2 by the end of 2026-2027 school year.

Indicators of Success:

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will implement and reinforce consistent schoolwide behavioral expectations aligned to the campus core values of Be Safe, Be Respectful, and Be Responsible. Behavioral expectations and routines will be explicitly taught, modeled, practiced, and reinforced across classrooms and common areas, including hallways, cafeteria, restrooms, morning assembly, arrival, and dismissal. Staff will utilize consistent language, positive reinforcement, and appropriate responses to student behavior. Strategy's Expected Result/Impact: Consistent expectations and proactive teaching of appropriate behaviors will increase students' understanding of behavioral expectations, reduce repeated behavior incidents, and decrease the need for exclusionary disciplinary consequences. Staff Responsible for Monitoring: Teacher teams, special area teachers, instructional specialists, counselor, principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Campus leadership and staff will regularly review discipline and behavior data to identify students demonstrating repeated behavioral concerns and provide timely, targeted interventions before behaviors escalate to exclusionary discipline. Students requiring additional support will receive interventions based on identified needs, including check-in/check-out, behavior goal setting, restorative conversations, counseling/support services, parent conferences, mentoring, and individualized behavior plans when appropriate. Student progress will be monitored and interventions adjusted based on response. Strategy's Expected Result/Impact: Early identification and targeted behavioral supports will reduce repeated and escalating behaviors, increase students' behavioral and self-management skills, and decrease exclusionary discipline infractions from 8 to 2. Staff Responsible for Monitoring: Teacher teams, counselor, office staff, principal Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 1: By the end of the 2026-2027 school year, 100% of classrooms will demonstrate implementation of campus expectations for an organized, student-centered learning environment, including clearly communicated academic and behavioral expectations, as measured through campus walkthrough data.

HB3 Board Goal

Evaluation Data Sources: Classroom environment checklist, walkthroughs, posted expectations, classroom routines/procedures, evidence of student work and learning goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support the development, communication, modeling, and implementation of campuswide classroom environment expectations. CLT members will assist teachers with implementation, conduct peer support and walkthrough activities, identify areas requiring additional support, and collaborate with campus administration to promote consistency across classrooms. Strategy's Expected Result/Impact: Increased consistency in classroom organization, routines, expectations, and learning environments resulting in classrooms that are safe, structured, engaging, and conducive to student learning. Staff Responsible for Monitoring: Campus leadership team, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will implement research-based classroom environment expectations using a campus-developed classroom organization and environment checklist. Campus administrators and teacher leaders will conduct regular walkthroughs and provide timely feedback, coaching, modeling, and follow-up support based on identified needs. Strategy's Expected Result/Impact: Improved classroom environments and increased teacher capacity to establish organized, predictable, student-centered classrooms that maximize instructional time and student engagement. Staff Responsible for Monitoring: Campus leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
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Performance Objective 1 Problem Statements:

School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 2: By the end of the 2026-2027 school year, 100% of collaborative teacher teams will implement the district-established PLC cycle with fidelity, including analysis of student learning, development and use of common formative assessments, identification of students requiring intervention or enrichment, and instructional response to data, as measured through PLC artifacts and administrative monitoring.

HB3 Board Goal

Evaluation Data Sources: PLC agendas/minutes, common formative assessments, student work, intervention/enrichment plans, data trackers, and administrator participation/monitoring. PLC fidelity will be demonstrated when required PLC artifacts document the Plan-Teach-Assess-Analyze-Respond cycle and subsequent student assessment data demonstrate increased mastery following reteaching/intervention. Teams not demonstrating fidelity or improved student response will receive additional coaching and administrative support.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will establish a Campus Leadership Team (CLT) composed of identified teacher leaders who will receive a stipend for assuming additional leadership responsibilities. CLT members will support campus administration with the communication, modeling, implementation, and monitoring of campus improvement initiatives, with an emphasis on implementation of district-established PLC cycles with fidelity. Team members will also support related campus priorities, including classroom environment expectations, student goal setting and data tracking, and schoolwide systems. The CLT will meet regularly (twice per month) to review implementation progress, identify barriers, and determine needed supports. Strategy's Expected Result/Impact: Increased teacher leadership, collective efficacy, and staff capacity will result in stronger implementation of PLC cycles and other campus improvement initiatives, increased consistency across grade levels, and improved instructional practices and student outcomes. Staff Responsible for Monitoring: Campus leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - Title One School-wide - \$28,000				

Strategy 2 Details		Reviews			
Strategy 2: Collaborative teams will participate in protected weekly PLC meetings utilizing the district-established PLC cycle to identify essential standards, develop and analyze common formative assessments, examine student work and achievement data, and plan instructional responses, interventions, and enrichment based on student needs. Strategy's Expected Result/Impact: Expected Impact: Increased instructional responsiveness, stronger Tier One instruction, timely intervention and enrichment, and improved student achievement. Staff Responsible for Monitoring: Campus leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: STAAR achievement remains below state expectations, with significant numbers of students not reaching grade-level mastery, particularly in Science and Math. Root Cause: Tier 1 instruction, data-driven planning, and intervention practices have not been implemented with sufficient consistency and rigor across grade levels and content areas to ensure all students reach grade-level mastery.
Curriculum, Instruction, and Assessment
Problem Statement 1: Despite academic growth being a relative strength, STAAR achievement remains significantly below state expectations, indicating inconsistent implementation of rigorous Tier 1 instruction, data-driven planning, and targeted intervention. Root Cause: Tier 1 instructional practices have not been implemented with sufficient consistency and rigor across classrooms, and assessment data have not been systematically used to adjust instruction, intervention, and enrichment.
School Organization
Problem Statement 1: Campus systems and resources have not been consistently coordinated, implemented, and monitored to ensure they result in improved student outcomes. Root Cause: Campus systems have lacked clearly defined expectations, consistent implementation, and ongoing monitoring to determine their impact on student achievement and schoolwide improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By the end of the 2026-2027 school year, 100% of kindergarten through 5th grade students grade levels will participate in a systematic goal-setting and data-tracking process in which students establish academic goals, monitor progress, and reflect on their growth using individual student data folders.

HB3 Board Goal

Evaluation Data Sources: Student data folders, goal-setting forms, student conferences, assessment data trackers, classroom data displays, and walkthrough/student interview data. In addition to maintaining a data folder, students will be able to explain their current academic goal, identify their current level of performance, describe evidence of their progress, and identify an appropriate next step for improvement as measured through student conferences/interviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Campus Leadership Team will support implementation of campuswide student goal-setting and data-tracking expectations. CLT members will assist with developing common processes and tools, model effective practices, share exemplars, and monitor implementation to promote consistency across grade levels. Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of student goal-setting and data-tracking practices across the campus. Staff Responsible for Monitoring: Campus leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Students will maintain individual data folders for tested subjects to track performance on identified assessments, establish individual academic goals, monitor progress, and reflect on their learning. Teachers will regularly conference with students regarding progress toward goals and support students in identifying actions needed for continued growth. Strategy's Expected Result/Impact: Increased student ownership of learning, understanding of individual academic performance, motivation toward established goals, and improved student achievement. Staff Responsible for Monitoring: Campus leadership team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: Burnet Elementary will increase parent and family engagement opportunities from 5 events during the 2025-2026 school year to at least 15 events during the 2026-2027 school year to increase family participation in school activities and student academic learning.

HB3 Board Goal

Evaluation Data Sources: Parent/family event calendar; event sign-in sheets and participation counts; parent surveys and feedback; Title I parent survey results; event flyers and communication documentation.

Strategy 1 Details	Reviews			
Strategy 1: Burnet Elementary will provide consistent opportunities for parents and families to engage with the school through academic nights, student showcases, parent workshops, family events, and other campus activities. Events will be intentionally scheduled throughout the year and communicated through multiple platforms to maximize participation. Strategy's Expected Result/Impact: Increased parent participation, stronger school-family partnerships, improved communication, and greater family understanding of how to support student achievement. Staff Responsible for Monitoring: Teacher teams, counselor, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Family and Community Engagement 1 Funding Sources: Supplies and materials for parent involvement activities - Title One School-wide - \$4,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: The campus will implement a consistent system of two-way communication with families that includes regular campus and classroom communication, positive parent contacts, opportunities for parent feedback, and targeted outreach to families who have historically had limited participation in campus activities. Strategy's Expected Result/Impact: Increased parent connectedness and trust, improved communication between home and school, and increased participation of families in their child's education. Staff Responsible for Monitoring: Teacher teams, counselor, principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family engagement has been primarily event-based, with limited opportunities for families to participate in student celebrations, campus activities, and ongoing school partnerships. Root Cause: The campus has not established a systematic approach for actively engaging families as partners in student learning, recognition, and the school community.

Board Goal 5: Culture of Excellence

Performance Objective 2: The percentage of certified teachers at Burnet Elementary will increase from 58% to 75% by the end of the 2026-2027 school year through targeted recruitment, retention, and certification support.

HB3 Board Goal

Evaluation Data Sources: HR certification records, campus staffing rosters, teacher certification progress documentation, and beginning/end-of-year certified teacher percentages.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Burnet Elementary will identify non-certified teachers and provide individualized support toward certification, including certification pathway planning, regular progress monitoring, access to district certification resources, mentoring, and targeted professional learning to strengthen instructional practices while teachers work toward certification. A campus certification tracker will be maintained for each non-certified teacher and reviewed at least quarterly. The tracker will identify the teacher's certification pathway, certification program status, testing requirements, completed milestones, next required action, anticipated testing/completion date, and needed campus/district support. Progress will be reviewed in October, January, March, and May, and individualized support will be adjusted when a teacher is not progressing according to the established certification pathway. Strategy's Expected Result/Impact: Increased percentage of certified teachers, improved teacher capacity and instructional effectiveness, and increased retention of developing teachers. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details		Reviews			
Strategy 2: Campus leadership will implement targeted recruitment and retention practices to attract and retain highly qualified and certified teachers, including early identification of staffing needs, participation in district recruitment opportunities, intentional onboarding and mentoring, recognition of staff contributions, and development of a positive professional culture that supports teacher growth and retention. Strategy's Expected Result/Impact: Increased recruitment and retention of certified teachers, reduced staff turnover, greater instructional consistency, and improved student outcomes. Staff Responsible for Monitoring: Principal, CLT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Staff Quality, Recruitment, and Retention 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: At least half of Burnet teachers have fewer than five years of experience and are not yet fully certified, requiring increased coaching and instructional support. Root Cause: Difficulty recruiting fully certified, experienced teachers has resulted in a high percentage of novice and alternatively certified staff requiring additional instructional support and development.