

Ector County Independent School District

Burnet Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Building a Strong Foundation

Mission Statement

Burnet Mission

Provide a Safe & Positive School Family

Promote Respectful Communication

Academic Excellence

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.

Campus Motto

Building a Strong Foundation

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Comprehensive Needs Assessment

Needs Assessment Overview

Burnet has struggled to meet the state expectations in all academic areas (Math, Reading, Science, and Writing). The campus has received an "F" rating 2 years in a row and based on the Spring 2020 district benchmark, Burnet was in risk of not meeting Domain I and Domain III. There was a slight possibility to meet domain II. The percentage of students achieving the "Meets" criteria continue to be low in all areas and has steadily declined from 2017 to 2019.

There was a high percentage of students reading below grade level, 27.9% reading 1+ below grade level, and 10.9% reading 2 years below grade level. Teacher feedback provided evidence of a lack of early reading assessments. Students in grades K-2nd did not perform assessment to determine students fluency with basic Math skills. The lack of data makes it difficult to be able to define the gap in the lower grades and how that could be impacting students performance with state assessments.

In terms of our demographics, enrollment at Burnet has remain steady during the last four years both as a campus and by grade level, ranging from 500-550 and around 100 per grade level. The enrollment by special populations has also remained in the last four years with the exception of Special Education which has been higher than the district and state average. Students participating in Special Education has increased by almost 4%. Our economic disadvantaged population is at 64.84% and our Hispanic students make up most of the students enrolled at 62.32%.

The high at-risk population is an indicator of the need for teacher to be able to plan and deliver differentiated instruction that takes into account the needs of our students.

Professional Learning Communities (PLC's) need to be designed in a way that time is maximized by ensuring that teachers are using data to make instructional decisions. Teacher will need to know their students and their academic needs by using multiple data sets. A well structured and consistent RTI process needs to be implemented in order to track student progress or failure to make progress. Tier II interventions also need to be defined and implemented.

The school needs to find a way to improve the way information is communicated to the parents. It is going to be crucial for parents to understand the accountability system, the RTI process, and how they can help and support their children academically.

Another area of need is attendance. Prior to COVID-19, Burnet's attendance rate was about 3% below the state's expectation of 97%, this area of need was impacted even more with COVID-19. Burnet teachers, parents and staff will need to understand the importance of ensuring that our students are present at all times (synchronous and asynchronous) to ensure that they are successful with the academic content.

Demographics

Demographics Summary

Demographics

Burnet's ELL population has increased throughout the last five years, on 2020-21 the ELL population doubled in comparison with the 2018-19 school year and increased by 2.5% from the year 2019-20. It is important for our teachers and staff to be aware of our ELL students and to ensure that appropriate instructional accommodations be provided to this population either through ESL services or by an ESL teacher.

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years															
	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
068901104 - Burnet EL	19	538	3.53%	22	580	3.79%	20	559	3.58%	25	546	4.58%	36	516	6.98%

Burnet's Special Education population has decreased in the last two years. Last year our SPED population was 11.63% compared to 14.3% during the 2018-19 school year. Burnet will continue to provide interventions through RTI to fill gaps and improve the identification of student need for services.

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years															
	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
068901104 - Burnet EL	59	538	10.97%	65	580	11.21%	80	559	14.31%	72	546	13.19%	60	516	11.63%

Burnet's Economic Disadvantaged Population increased by almost 6% for the academic year 2020-21, the percentage of economically disadvantaged students for the year 2020-21 was 70.93%.

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years															
	2016 - 2017			2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent

Student enrollment for the last three years has decreased at Burnet. Enrollment for the 2020-21 school year was impacted by COVID and by the economic impact of the decrease of employment in the oil fields.

Student Enrollment for Years:				
	Grade	2018 - 2019	2019 - 2020	2020 - 2021
		Fall Enrollment	Fall Enrollment	Fall Enrollment
068901104 - Burnet EL	KG	83	97	66
068901104 - Burnet EL	1	91	94	99
068901104 - Burnet EL	2	85	84	80
068901104 - Burnet EL	3	93	85	76
068901104 - Burnet EL	4	99	89	74
068901104 - Burnet EL	5	108	97	83
068901104 - Burnet EL	All	559	546	478

The majority of the students for the 202-21 school year were Hispanic 68%, followed by 22 % White, 5% Black 6% all other races. The male population was 5% than the female population.

Student Mobility:

Burnet’s mobility rate has increased in the last 5 years. 2020-21 marked the highest rate of mobility at 22.48%. Mobility will need to be taken into account as instructional decisions are made to ensure that interventions are provided to the students that belong in this category.

Student Mobility Rate Report for All Campuses																		
County-District Number: 068901 District Name: ECTOR COUNTY ISD																		
Student Mobility Rate Report for All Campuses																		
	2020 - 2021			2019 - 2020			2018 - 2019			2017 - 2018			2016 - 2017			2015 - 2016		
	Student =	Student =	Mobility Rate	Mobility Students	Student =	Mobility Rate	Mobility Students	Student =	Mobility Rate	Student =	Student =	Mobility Rate	Student =	Student =	Mobility Rate	Mobility Students	All Students	Mobility Rate
Burnet EL	105	467	22.48%	77	488	15.78%	96	537	17.88%	88	550	16.00%	98	538	18.22%	95	558	17.03%

Demographics Strengths

Despite COVID and the lack of employment at the oil fields, enrollment at Burnet has remained stable for the last three years. Our highest ethnic group enrolled is our Hispanic students which correlate with the general population of Odessa. When looking at Gender, both our male and female population is distributed equally.

Even though our attendance rates are lower than the State when we compare with the district we are slightly higher. During the 2020-21 school year we were able to increase our attendance rate, the goal for Burnet is to have 97% attendance rate.

Burnet does have a high percentage of At-Risk students, Homeless, Economically Disadvantaged, and Special Education students. Burnet will continue to raise awareness of the needs of these populations and will ensure that the needs of the students identified in these sub-groups are provided support academically and emotionally to ensure their success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Economically Disadvantaged students has increased in the last 5 years. **Root Cause:** Economic impact to families due to COVID, oil market.

Problem Statement 2: Attendance is lower than the state and the district. **Root Cause:** Change of staff, failure to communicate expectations to parents, and lack of follow through with expectations has cause attendance to suffer.

Student Achievement

Student Achievement Summary

Indicator of Success	Measure	2019 (BL)	2021		2022		2023		2024	
		Baseline	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
Attendance	% student daily attendance	94.0%	94.0%	95.5%	94.5%		94.7%		95.0%	
Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	58%	63%		66.0%		69.0%		75.0%	
Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	43% MOY 2021	50%	42%	52.0%		54.0%		56.0%	
Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	37%	40%		45.0%		60.0%		65.0%	
3rd Grade Composite (Reading & Math)	% of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	7.0%	26.0%	10.0%	28.0%		31.0%		35.0%	
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.	65% Fall 2020	60.0%	62.0%	61.0%		62.0%		63.0%	

Burnet Met 2 of the District goals, Attendance and Student Connectedness, but failed to meet the student achievement goals, Growth and STAAR Scores.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	TWO OR MORE Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Other
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	33%	33%	28%	55%	-	100%	32%	22%	33%	33%	33%	26%	10%	
At Meets GL Standard or Above	10%	13%	7%	21%	-	33%	11%	0%	9%	5%	5%	5%	0%	
At Masters GL Standard	4%	3%	2%	12%	-	0%	0%	0%	3%	0%	0%	4%	0%	
Number of Tests														
At Approaches GL Standard or Above	181	13	111	46	-	3	6	2	122	13	13	20	2	
At Meets GL Standard or Above	53	5	27	18	-	1	2	0	32	2	2	4	0	
At Masters GL Standard	20	1	9	10	-	0	0	0	11	0	0	3	0	
Total Tests	554	39	400	84	-	3	19	9	372	39	39	77	20	
Participation														
% participation 2018-19	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	
% participation 2020-21	96%	100%	96%	97%	-	100%	100%	100%	95%	100%	100%	94%	100%	
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	43%	57%	37%	66%	-	100%	43%	0%	44%	38%	38%	31%	14%	
At Meets GL Standard or Above	15%	29%	11%	28%	-	0%	29%	0%	13%	8%	8%	3%	0%	
At Masters GL Standard	7%	7%	5%	16%	-	0%	0%	0%	6%	0%	0%	3%	0%	
Number of Tests														

At Approaches GL Standard or Above	89	8	56	21	-	1	3	0	61	5	5	9	1
At Meets GL Standard or Above	31	4	16	9	-	0	2	0	18	1	1	1	0
At Masters GL Standard	14	1	8	5	-	0	0	0	8	0	0	1	0
Total Tests	208	14	151	32	-	1	7	3	140	13	13	29	7
Participation													
% participation 2018-19	99%	100%	99%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%
% participation 2020-21	96%	100%	96%	97%	-	100%	100%	100%	95%	100%	100%	94%	100%
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	28%	29%	23%	44%	-	100%	14%	67%	26%	23%	23%	24%	14%
At Meets GL Standard or Above	8%	7%	6%	16%	-	100%	0%	0%	8%	8%	8%	7%	0%
At Masters GL Standard	2%	0%	1%	9%	-	0%	0%	0%	1%	0%	0%	3%	0%
Number of Tests													
At Approaches GL Standard or Above	57	4	35	14	-	1	1	2	36	3	3	7	1
At Meets GL Standard or Above	16	1	9	5	-	1	0	0	11	1	1	2	0

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Special Ed (Former) E
At Masters GL Standard	4	0	1	3	-	0	0	0	2	0	0	1	0	
Total Tests	207	14	150	32	-	1	7	3	139	13	13	29	7	
Participation														
% participation 2018-19	99%	100%	99%	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	
% participation 2020-21	96%	100%	95%	97%	-	100%	100%	100%	94%	100%	100%	94%	100%	
Writing														
Percent of Tests														
At Approaches GL Standard or Above	27%	0%	20%	60%	-	100%	100%	0%	30%	50%	50%	13%	0%	
At Meets GL Standard or Above	6%	0%	2%	30%	-	0%	0%	0%	4%	0%	0%	0%	0%	
At Masters GL Standard	2%	0%	0%	10%	-	0%	0%	0%	2%	0%	0%	0%	0%	
Number of Tests														
At Approaches GL Standard or Above	18	0	10	6	-	1	1	0	14	3	3	1	0	
At Meets GL Standard or Above	4	0	1	3	-	0	0	0	2	0	0	0	0	
At Masters GL Standard	1	0	0	1	-	0	0	0	1	0	0	0	0	
Total Tests	66	2	50	10	-	1	1	2	46	6	6	8	4	
Participation														

% participation 2018-19	100%	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%
% participation 2020-21	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Science													
Percent of Tests													
At Approaches GL Standard or Above	23%	11%	20%	50%	-	-	25%	0%	23%	29%	29%	27%	0%
At Meets GL Standard or Above	3%	0%	2%	10%	-	-	0%	0%	2%	0%	0%	9%	0%
At Masters GL Standard	1%	0%	0%	10%	-	-	0%	0%	0%	0%	0%	9%	0%
Number of Tests													
At Approaches GL Standard or Above	17	1	10	5	-	-	1	0	11	2	2	3	0
At Meets GL Standard or Above	2	0	1	1	-	-	0	0	1	0	0	1	0
At Masters GL Standard	1	0	0	1	-	-	0	0	0	0	0	1	0
Total Tests	73	9	49	10	-	-	4	1	47	7	7	11	2
Participation													
% participation 2018-19	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	94%	100%	93%	91%	-	-	100%	100%	91%	100%	100%	92%	100%
Social Studies													
Percent of Tests													
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-

STAAR Longitudinal Data 2017-2021

Reading				Math			
	All Grades				All Grades		
	Approaches	Meets	Masters		Approaches	Meets	Masters
2017	60	29	14	2017	69	33	12
2018	55	25	10	2018	61	27	12
2019	61	27	9	2019	55	21	8
2021	43	15	7	2021	38	8	3

2021	43	15	7	2021	28	8	2
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Writing				Science			
	All Grades				All Grades		
	Approaches	Meets	Masters		Approaches	Meets	Masters
2017				2017	68	26	7
2018	58	36	7	2018	54	19	6
2019	44	16	2	2019	39	16	3
2021	27	6	2	2021	23	3	1

Burnet scores in our STAAR assessments have been dropping consistently from 2017 to 2021. From 2019 to 2021 our overall scores dropped from 59% to 33%. ELAR scores decreased from 61% to 43% on approaches, from 27% to 15% on meets, and from 9% to 7% on masters. In Math scores decreased from 55% to 28% on the approaches, 21% to 8% on meets, and from 8% to 2% on masters. Writing scores decreased from 44% to 27% on approaches, from 16% to 6% on meets, the percent on masters stayed the same 2% to 2%. In Science scores decreased from 39% to 23%, from 16% to 3% and from 3% to 1%. There have been several factors that have impacted this decline, teacher retention, lack of rigor during planning and delivery of instruction, need for differentiation. Added to these factors, COVID 19 had a drastic negative impact on student learning.

MAP data has shown that students have many gaps and are functioning academically significantly below grade level. Almost 40% of students in 4th grade and almost 60% of students in 3rd grade are reading below grade level. Student's reading on level has become a priority for Burnet.

Scores also show that there is a need to provide intervention and remediation in Math. Math scores are lower than the Reading scores.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Academic Achievement Status													
ELA/Reading Target	44%	33%	37%	60%	43%	74%	45%	56%	33%	30%	10%	36%	46%

ELA/Reading Target	44%	32%	31%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	
Target Met	No		No	No					No		No		No	
% at Meets GL Standard or Above	15%	29%	11%	28%	-	0%	29%	0%	13%	8%	3%	0%	12%	
# at Meets GL Standard or Above	31	4	16	9	-	0	2	0	18	1	1	0	20	
Total Tests	208	14	151	32	-	1	7	3	140	13	29	7	172	
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	
Target Met	No		No	No					No		No		No	
% at Meets GL Standard or Above	8%	7%	6%	16%	-	100%	0%	0%	8%	8%	7%	0%	5%	
# at Meets GL Standard or Above	16	1	9	5	-	1	0	0	11	1	2	0	9	
Total Tests	207	14	150	32	-	1	7	3	139	13	29	7	171	
Total Indicators														
Graduation Rate Status														
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a
Target Met														
2019 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators														
English Language Proficiency Status														
Target														36%
Target Met														
TELPAS Progress Rate														69%
TELPAS Progress														11
TELPAS Total														16
Total Indicators														
Student Success Status														
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	
Target Met	No	No	No	No					No	No	No		No	
STAAR Component Score	16	16	12	29	-	44	14	7	15	13	12	3	13	
% at Approaches GL Standard or Above	33%	33%	28%	55%	-	100%	32%	22%	33%	33%	26%	10%	28%	

Burnet was not able to meet any of its targets during the 2020-21 school year. The gap widened during the 2020-21 school year. Significant intervention will need to take place in order to close the gap for all students.

Burnet was re-structured for the school year 2021-22 and it became a RISE campus. The goal was to bring highly successful staff, a high dose of parent involvement, and enrichment opportunities for students. Burnet also became an Opportunity Culture campus with the intent of having MCL's in every grade level. Due to shortage of teachers in ECISD, Burnet had to hire inexperienced teachers in all grade levels and only 3 MCLs for grades 3rd, 4th, and 5th. Developing teacher capacity and continuing to closely look at data will be a priority for Burnet.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 3 (Prioritized): STAAR Math scores are on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 (Prioritized): STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 6: STAAR Reading scores on the "Approaches Grade Level" were at 43% and only at 15% on the "Meets Grade Level." Burnet's Goal was 44% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

School Culture and Climate

School Culture and Climate Summary

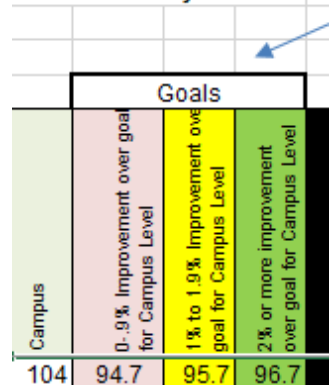
Enrollment:

Burnet's enrollment for the 2021-22 school year is 431 students, this is a decrease from the previous year by 61 students. Enrollment for the 21-22 school year could have been impacted by COVID-19 as well as by the changing economy in Odessa.

Attendance:

Attendance continues to be one of the challenges at Burnet. There is a need to educate parents on the importance of attendance as well as the need to follow through on the district procedures when parents are not meeting the attendance requirements. Ways to promote attendance and ways of rewarding students that come to school everyday will need to be established so that student can understand why being in school is important to their education.

Attendance % by Week



Burnet's 2020-21 Attendance Rate was 95.7%, we were short of our campus goal of 97% but we were able to improve our attendance from the previous year regardless of COVID. For the year 2021-22 attendance will be closely monitored to ensure that students are in school at least 97% of the time. An attendance procedure has been developed and will be implemented by all teachers and monitored by the administration. Additionally, a parent liaison will be hired to support parents and students with attendance issues.

RTI:

At Burnet RTI has been seen as a mode/requirement to refer students to Special Education instead of a way to keep students out of it. There is a correlation

in the high number of RTI and SPED referral by grade level. RTI paperwork lack "SMART" goals and specific data that shows progress or lack of progress. RTI referral criteria will be developed and all staff will be trained on the RTI expectations.

Panorama Survey:

Burnet’s connectedness indicator was above the district expectation of 60. Even though, Burnet's connectedness score was above the district's expectations, there was a slight decrease in the spring. Burnet has adopted a Social Emotional curriculum that will be implemented school wide for the 2020-21 school year to assist teachers in providing social and emotional support to students and ensuring that students feel connected to the school and school community.

Student Surveys	Connectedness Indicator		
	Fall 2020	Spring 2020	Change
ECISD	59	57	-2
ROSS ES	71	69	-2
DOWLING ES	71	69	-2
BOWIE MS	49	40	-9
HAYS ES	75	73	-2
NTO HS	54	55	1
BUICE ES	74	68	-6
BURLESON ES	70	71	1
BURNET ES	65	62	-3

School Culture and Climate Strengths

Despite the high turnover of school personnel, Burnet has a strong sense of community. Parents and students continue to value the Burnet traditions and want what is best for their school. The high number of new staff will allow the opportunity to establish process and procedures that will allow the school system to function more effectively.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 20% of the students had 10 absences or more. **Root Cause:** Lack of parent education on the importance of attendance and lack of process by the school to ensure accountability with absenteeism.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and interstate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Professional development both at the district and campus level provide staff with the tools needed to intervene and enrich the learning of all subgroups. In an effort to develop and retain highly qualified staff, Burnet will be implementing Opportunity Culture this school year. Opportunity Culture allow for the hiring of Multi-Class Level Leaders that will serve as mentors and guides for the grade levels. The plan for the 2020-21 school year, called for 1 MCL per grade level unfortunately the district did not have enough MCLs for all the schools. Burnet was only able to hire 3 MCLs that have been placed in grades 3rd, 4th, and 5th and will be supporting the lower grades. In addition the district will be rolling-out a mentoring program to help and support new teachers. A new Counselor has also been hired to support students, parents and teachers with academic and social/emotional needs.

Burnet has had a high percentage of turn over of teachers and staff. The turn over in teachers turn over in 2019-20 was 40% and in 2020-21 was 63%. Out of the 63% of new teachers to the campus 46% have no experience in teaching and are going through an alternative certification program. The percentage of turn over for the 2021-22 year will be hired due to the re-structuring of Burnet as it becomes a RISE campus.

Burnet has had a change of Principal almost every year. There has been 4 principals and 3 assistant principals in the last 5 years. The lack of stability in administration has affected both teacher retention and campus initiatives.

It is going to be crucial for the administration to provide support and mentorship at the campus level. Staff development and immediate feedback will have to be provided to teachers as they grow their craft.

Teacher Retention:

Retention Rate By Campus	2019 - 2020	2020 - 2021
Campus		
068901 - District Rates	77.50%	84.60%
068901104 - Burnet EL	64.8%	43.3%

Teacher retention at Burnet has been decreasing. Teacher retention in 2019-20 was at 64.8% compared to 2020-21 at 43%. One of the biggest factors that

affected teacher retention in 2020-21 was the fact that Burnet was re-structured to become a RISE campus. All teachers were asked to re-apply and teachers that were not certified could not be re-hired.

Staff Quality, Recruitment, and Retention Strengths

Burnet has 3 experienced instructional specialist that will be able to provide support to teachers in their instructional and content knowledge development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 2: 46 % of teachers with no or limited experience. **Root Cause:** High turnover of teachers and lack of certified candidates.

Problem Statement 3: Limited understanding of district and campus initiatives. **Root Cause:** Lack of consistency in administration and instructional specialist.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2021 STAAR assessment demonstrates that Burnet has instructional weakness in all areas but the area that shows the biggest weakness is the area of Math. In addition, Burnet lacks a strong foundation in basic skills.

Burnet does not have a strategic method of monitoring student progress in the areas of Math, Reading, and Science. This lack of progress monitoring has limited the ability to pin point student's academic weakness. Additionally there has been an inconsistency with district and campus program implementation. In addition, lesson planning has been conducted in isolation and not as a grade level. Teachers have not had opportunities to plan vertically and this has also negatively impacted curriculum alignment.

For the school year 2021-22, emphasis will need to be placed on teachers becoming proficient with the TEKS, the use of the Texas Resource System (TRS), and Lead4ward documents, Know/Show chart process, DDI process in order to ensure that students are receiving instruction that is aligned to the TEKS and that it has the depth of rigor needed to help them excel. To help, teachers with the lesson planning process and understanding of the TEKS, Burnet will be using MCLs (Multi-Level Classroom Leaders) and has partnered with Big Rocks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 2 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 3 (Prioritized): STAAR Math scores on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 (Prioritized): STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Parent and Community Engagement

Parent and Community Engagement Summary

Burnet offers several opportunities during the school year for parents and community members to be involved in students' learning. Some of the parent involvement opportunities offered had been: Meet the Teacher, Burnet block party, reading and math nights, reading celebrations, awards assemblies, monthly music programs, book fair family night, parent orientations, Title I parent conferences including compact and parent utility discussions, AVID night, technology night, and the Fall Festival.

For the year 2020-21, Burnet faced the challenge of developing and implementing parent engagement activities that take into consideration the impact of COVID-19 and still ensure that parent involvement continues to be one the schools areas of emphasis.

Parent and Community Engagement Strengths

We have had success with our social media platforms this year and parents knowing more of school events through Facebook, Twitter, and the use of the Blackboard Communication System. Burnet's alumni continue to support Burnet and have a deep sense of belonging.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of data on parental involvement to help determine need. **Root Cause:** Turn over of administration and lack of documentation.

School Context and Organization

School Context and Organization Summary

Burnet had an average of 550 students for the 2019-20 school year. Enrollment for the 20-21 school year could be impacted by COVID-19. The need to provide different modes of instruction will bring new opportunities as well as new challenges.

For the 2020-21 Burnet will add Pre-K program to the campus. There will be 29 teachers PK-5th, 2 special education teachers that will provide students resource and inclusion services, 1 behavior support teacher and 1 paraprofessionals, 1 music teacher, 1 media specialist, and a P.E. Coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling will be provided throughout the school year.

This year Burnet will have 16 new teachers that will need guidance and support to ensure that they have a strong beginning as educators. In addition, all administrative staff (Principal, Assistant Principal, Counselor, and Instructional Specialists) and office personnel (Secretary and Registrar) are also new.

Burnet will continue to include a 45 minute intervention block to ensure that Tier II interventions are implemented with consistency. PLC time will be 90 minutes instead of 45 minutes to allow for meaningful conversations and data desegregation. The 90 minute PLC block will not impact instructional time.

Even though there were committees established in prior years, there was a lack of follow-through with the meetings. This school year, a committees will be set at the beginning of the school year and expectations will be set for every committee. Minutes of the meetings will be shared with all the campus to ensure the flow of communication and to allow the faculty and staff to be informed.

A committee meeting schedule has been developed to assist with communication and consistency of meeting times.

The employee handbook has been updated to communicate the teacher and staff expectations in writing and to increase compliance with those expectations.

Student expenditure per student is lower than the district and the state. It will be important to understand how budget decisions affect the way funding is distributed and how decisions can be more student centered.

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$5,924	\$8,298	\$9,844
Instruction	\$4,750	\$4,577	\$5,107

Instruction	2019-2020	2020-2021	2021-2022
Instructional Leadership	\$148	\$127	\$155
School Leadership	\$477	\$553	\$576

School Context and Organization Strengths

The master schedule has been redesigned to facilitate teachers and staff the ability to communicate and learn from each other through grade level meetings, PLC meetings, and other meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 2 (Prioritized): Inconsistency with PLC and grade level meetings **Root Cause:** Lack of written plan and expectations.

Problem Statement 3: Student budget allotments are lower than the district and state. **Root Cause:** Lack of alignment in student needs and expenditures.

Technology

Technology Summary

Burnet will have at the start of the school year 2020-21 a device for each student. Students in grades 3rd-5th will receive Chromebooks and students PK-2nd will receive iPads. In addition all classrooms will be equipped with a document reader and a smart board. As a result of COVID-19, the district has rolled out technology initiatives and training to help support teachers with different platforms and programs that will assist both teachers and students transition with fluidity between asynchronous and synchronous learning.

About half of the parents 49% have chosen for their children to receive remote learning for the first 9 weeks of school. The master schedule has been designed to ensure that all teachers are given the opportunity to deliver asynchronous learning. As long as the parents are given the choice to have their students receive instruction on-line, teachers will team teach to allow them to provide asynchronous teaching half day and face to face (synchronous) teaching the other half of the day. Additionally, students will be given the opportunity to learn via the designated district platforms even if receiving face to face instruction. This will also allow teachers to practice and learn how to manage a true blended environment where technology can be used to enhance learning. The need to assess teacher's knowledge and staff development needs in terms of technology has come to the forefront. Teacher need to be provided training that will allow them to be proficient in both the use of tools and the understanding of how to leverage the technology.

Technology Strengths

All students will receive a device that will allow them to receive asynchronous instruction at any time and any place.

Burnet will have the support of a technology instructional specialist from the district that will help and support teachers as they navigate through the intricacies of doing a blended environment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 (Prioritized): Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources) **Root Cause:** Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an instructional tool.

Priority Problem Statements

Problem Statement 1: Lesson plans lacked the rigor needed to ensure that students were successful.

Root Cause 1: PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 2: 50% of students are reading below grade level.

Root Cause 2: Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 3: STAAR Math scores are on the "Approaches Grade Level" are 28% and only at 8% on the "Meets Grade Level." Burnet's Goal was 46% on the "Meets Grade Level."

Root Cause 3: Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: STAAR Science scores on the "Approaches Grade Level" were at 23% and only at 3% on the "Meets Grade Level."

Root Cause 4: Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 5: STAAR Writing scores on the "Approaches Grade Level" were at 27% and only at 6% on the "Meets Grade Level."

Root Cause 5: Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: Inconsistency with PLC and grade level meetings

Root Cause 6: Lack of written plan and expectations.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources)

Root Cause 7: Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an instructional tool.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals





Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 95.4% in 2020 to 97% for the school year 2021-22.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate importance of school attendance to parents via parent link, social media (Facebook, Class Dojo, Twitter) and verbal/written communication.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, and Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop an attendance incentive plan.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers and Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish an accountability structure for non-compliance of attendance policy.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, and Attendance Cler.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Burnet will hire a part-time parent liaison to help educate parents on the importance of students attending school.</p> <p>Strategy's Expected Result/Impact: Increase attendance to 97%</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Part-time Parent Liaison - Title One School-wide - \$16,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the school forward in the future.





Evaluation Data Sources: Campus map and classroom set up.

Strategy 1 Details	Reviews			
Strategy 1: All classrooms will set up in a way that allows for differentiated instruction. Strategy's Expected Result/Impact: Increased student learning results Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Student performance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and implement effective transitions for K and 5th to maintain academic learning and support the social-emotional learning of students.</p> <p>Strategy's Expected Result/Impact: Student readiness for subsequent grade levels</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials for parent information nights - Title One School-wide - \$850</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement RTI process to identify and address the needs of struggling students as identified by district (Imagine Math/Imagine Reading, MAP/CIRCLE, district benchmarks) and campus assessments (Guided Reading/Math, campus developed assessments).</p> <p>Strategy's Expected Result/Impact: RTI minutes</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: PLCs will focus on Data Driven Instruction (DDI) for the development of lesson plans and intervention plans.</p> <p>Strategy's Expected Result/Impact: Improved student performance on campus and district assessments in both Math and Reading to 75%.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Burnet School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson plans


Strategy 1 Details	Reviews			
<p>Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology.</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Supplemental assessments -DRA - Title One School-wide - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide one to one devices to all students (iPads/Chromebooks) to ensure access to Synchronous and Asynchronous instruction and provide college readiness.</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide blended learning experiences on a daily basis to students.</p> <p>Strategy's Expected Result/Impact: Students ability to fluidly transition from a synchronous to an asynchronous environment.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will use multiple platforms (ex: Seesaw, Schoology, Stem-scopes, Imagine Learning/Math).</p> <p>Strategy's Expected Result/Impact: Students will be able to transition from synchronous to asynchronous learning fluidly in a manner that will aid them in their acquisition of the State standards.</p>	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administration, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Training sign-in sheets and reflections





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will engage in professional learning about SEL research and practice. Strategy's Expected Result/Impact: Teacher and staff understanding of student's emotional needs and that way provide students differentiation according to their emotional needs. Staff Responsible for Monitoring: Administrator, Teachers, Counselor ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information to parents about campus focus for Social and Emotional Learning, including the framework for PBIS as part of the campus discipline plan. Strategy's Expected Result/Impact: Decrease of students referrals, parent awareness of the importance of Social/Emotional learning. Staff Responsible for Monitoring: Administration, counselors, teachers Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: SEL materials for parents - Title One School-wide - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 7 Mindsets (SEL program) will be implemented on a daily basis. Strategy's Expected Result/Impact: Students social and emotional wellbeing will impact student learning. Staff Responsible for Monitoring: Administration, Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Burnet School will provide a safe and supportive learning environment.

Evaluation Data Sources: Campus safety plan, including SEL and PBIS framework

Strategy 1 Details	Reviews			
<p>Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselor will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout campuses.</p> <p>Strategy's Expected Result/Impact: Positive school culture as measured by parent, staff, and student surveys.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.</p> <p>Strategy's Expected Result/Impact: Development of a campus team made of 1 teacher per grade level, 1 office staff, 1 custodian, counselor, nurse and administrator that can respond to a school crisis.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.</p> <p>Strategy's Expected Result/Impact: Provide a safe school environment for students and staff as measured by student/staff surveys.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details	Reviews			
<p>Strategy 4: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).</p> <p>Strategy's Expected Result/Impact: Positive school culture as measured by discipline referrals and student surveys.</p> <p>Staff Responsible for Monitoring: Administration, counselors, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Burnet will implement the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.</p> <p>Strategy's Expected Result/Impact: Ensure a safe and bully free environment for students.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Burnet will develop a systems to disaggregate discipline data and monitor inequities.</p> <p>Strategy's Expected Result/Impact: Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: All students will be provided free breakfast and lunch.</p> <p>Strategy's Expected Result/Impact: Students will have a nutritious meal that will ensure that their basic needs are being met.</p> <p>Staff Responsible for Monitoring: Administration and teachers.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 2: Goal 2: Burnet will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 43% in 2020 to 80% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher/Staff position report

Strategy 1 Details	Reviews			
<p>Strategy 1: Burnet will collaborate with district instructional specialists in order to provide support to teachers in the DDI process, understanding of TEKS, lesson planning, classroom delivery of instruction and classroom management.</p> <p>Strategy's Expected Result/Impact: Student performance results</p> <p>Staff Responsible for Monitoring: Administration and District Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 2: Goal 2: Burnet will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: In 2020-21, Burnet will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: T-TESS, Staff development sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will conduct a minimum of 3 documented walkthroughs and/or observation/feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Instruction that is rigorous and aligned to the TEKS as documented on the walk though data.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will implement RELAY strategies to support teachers.</p> <p>Strategy's Expected Result/Impact: Data driven instruction</p> <p>Staff Responsible for Monitoring: Administration, Instruction Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Burnet will form partnerships with leading staff development consultants in order to provide a strong foundation for all teachers and staff (Big Rocks, 7 Mindsets, Ron Clark, Region 18, Lead4Ward)</p> <p>Strategy's Expected Result/Impact: Lesson plans and instruction that demonstrate an alignment to the TEKS and differentiation according to the students' needs.</p> <p>Staff Responsible for Monitoring: Administrators, instructional specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Lead4forward, Region 18 - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase by 15% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment data





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will provided targeted reading support via small groups, individualized instruction, and computer-based resources.</p> <p>Strategy's Expected Result/Impact: Increased number of students that are reading on level from 50% to 80% as measured by MAP.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading A-Z, Title I tutors - Title One School-wide - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 14.49% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority





Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide targeted reading support via small groups, individualized instruction, and computer-based resources.</p> <p>Strategy's Expected Result/Impact: Increased student reading skills</p> <p>Staff Responsible for Monitoring: Administration, Reading Specialist, Instructional Specialists, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Burnet will have an extended day for the school year 2021-22 to provide students an additional hour of tutoring and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase students' mastery of state standards.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 5.71% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be provided targeted support for math via small groups, individualized instruction, and computer-based resources.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students on the "Meets Level" expectation on STAAR from 10.98% to 40 %.</p> <p>Staff Responsible for Monitoring: Teachers, Title 1 Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Guided Math resources and supplemental math programs (school wide)- manipulatives, assessments. STEMscopes Math, Title I tutors - Title One School-wide - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Burnet will provide students an additional intervention period in Math.</p> <p>Strategy's Expected Result/Impact: Students' mastery of state standards.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
<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 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 4: The percentage of students that achieve the Met Standard on the Reading STAAR will increase from 15% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Extended day learning opportunities will be provided for students struggling in one or more subjects. Strategy's Expected Result/Impact: 40% of students achieving the "Met" standard in the STAAR assessment. Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Extra Duty pay for teachers - Title One School-wide - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will use writing in all content areas to improve their writing skills. Strategy's Expected Result/Impact: Increased student writing skills Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Student writing resources-foldables, Writer's Journal - Title One School-wide - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with standard based Science instruction on a regular basis. Strategy's Expected Result/Impact: Students' mastery of state standards. Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Student ISN (Interactive Student Notebooks) - Title One School-wide - \$1,760</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Reading Specialist, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity for Data-Driven Instruction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 6: Burnet will adopt and implement instructional programs that meet the learning needs interests, aspirations and cultural backgrounds of all students.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student performance on MAP and STAAR.

Goal 3: Burnet will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burnet will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The percentage of students that achieve the Met Standard on the Math STAAR will increase from 8% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: STAAR Assessment

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Part-time Parent Liaison		\$16,000.00
1	3	1	Materials for parent information nights		\$850.00
1	4	1	Supplemental assessments -DRA		\$1,000.00
1	5	2	SEL materials for parents		\$500.00
2	2	3	Lead4forward, Region 18		\$10,000.00
3	1	1	Reading A-Z, Title I tutors		\$12,000.00
3	3	1	Guided Math resources and supplemental math programs (school wide)- manipulatives, assessments. STEMscopes Math, Title I tutors		\$12,000.00
3	4	1	Extra Duty pay for teachers		\$4,000.00
3	4	2	Student writing resources-foldables, Writer's Journal		\$1,500.00
3	4	3	Student ISN (Interactive Student Notebooks)		\$1,760.00
Sub-Total					\$59,610.00
Grand Total					\$59,610.00

Addendums

Burnet Elementary Organizational Chart

Principal

Maria Serrano

Assistant Principal

Yvette Hernandez

Instructional Staff

Instructional Specialists

Teachers

Teacher Aides

Professional Support

Counselor

Priscilla Hinojos

Media Aide

__Montana Hudson__

Nurse

Brittany Rivera

Auxiliary

Secretary

Vanessa Ramos

Clerical Support

Senia contreras

Head Custodian

Nancy Palomino

Custodians

Tina Guswell
Tracy Trout
Corina Leyva

District Support

Technoloy Support

Amanda Weber

RTI/SPED Support

Joyce Collins

Instructional Staff

Instructional Support Team

Instructional Specialist

Staci Howell
Diane Harlan
Jennifer Hill

Reading Coach

Carolyn Clair

Reading Specialist

/Dyslexia Int.
Elizabeth Sitka

Teachers

Classrooms

Pre K - 5th grade

Music

David Thomas

Physical Education

Riley Coffman

SPED Behavior Supp

Marian Thomas

SPED Resource

Latricia Koffel
Mae Gracida

Teacher Aides

Flex Aides

Pre Kinder Aides

Physical Education Aides

Special Education Aides

Permanent Substitute

Classroom Teachers

Pre Kinder

Arlene Denny

Kianna Barrera

Michelle Trumbley

Kinder

Hanna Chavez

Karla Lopez

Sandra Jauregui

Dionna Williams

Shayna Matthews

1st Grade

Patsy Rey

Ana Chavez

Alejandra Canedo

Jeannie Seymour

Savannah Linney

2nd Grade

Angela "Nikki" Friday

Robert Ruiz

Elizabeth Ashmore

Jessica Lopez

3rd Grade

Dana Gerber

Danielle Dameron

Kimberlie Snyder

Pamela Naylor

4th Grade

Neredia Benavides

John Simmons

Evelyn Frausto

Annette Martinez

5th Grade

Evonne Marruffo

Stephanie Parrilla

Tiffany Barrera

Instructional Support Team

Instructional Specialist

Staci Howell

Pre Kinder
Reading

1st Grade
Reading

2nd Grade
Reading

Instructional Specialist

Jennifer Hall

3rd Grade
Reading

4th Grade
Reading

5th Grade
Reading

Instructional Specialist

Diane Harlan

Pre Kinder
Math/Science

1st Grade
Math/Science

2nd Grade
Math/Science

3rd Grade
Math/Science

4th Grade
Math/Science

5th Grade
Math/Science

Flex Aides

Callista Tovar

Johadys Hernandez

Pre Kinder Aides

Alejandra Rodriguez

Amber Rey

Genesis Aguilar

Physical Education Aides

Vianey Alonso

Special Education Aides

Becky Quiroz

Joann Martinez

Permanent Substitute

Vacant

Teacher: Arlene Denny

Teacher: Michelle Trumbley

Teacher: Kianna Barrera

P.E. Teacher: Riley Coffman

SPED Teacher: Ms. Koffel, Ms. Gracida

SPED Teacher: Vacant

Assistant Principal
Yvette Hernandez

Principal
Maria Serrano