Ector County Independent School District

Burnet Elementary

2019-2020 Campus Improvement Plan

CHOOSE KIND
#burnetwonders

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.

Value Statement

Together WE exceed expectations

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Comprehensive Needs Assessment

Needs Assessment Overview

Burnet Elementary is low performing in the areas of math, reading, science, and writing. Our 2019 accountability rating is an F. In Domain 1 our score was a 56, Domain 2 a 60, and Domain 3 a 48. We have an economically disadvantaged percentage of 67 and a mobility rate of students of 17.2%. We have a high mobility rate of 17.2% at Burnet. Lesson planning utilizing the ECISD lesson plan template will be done through Professional Learning Communities. We will work on Tier 1 instruction through all subject areas and the leadership team will monitor the instruction in the classroom. After assessments are given, we will disaggregate data in PLCS and plan intervention and/or reteach lessons. Parent Involvement is another area that we will be focusing on his year. Through technology night, a block party, and academic nights, we will communicate to parents how important their child's education is and different ways they are able to help a home.

Demographics

Demographics Summary

Ethnic Distribution

Year	H	W	AA	2 or More	EcoDis
2020					
2019	68.1	23.2	4.8	1.6	65.6
2018	69.0	20.5	6.4	1.9	50.9
2017	75.1	18.6	3.9	1	55.3

Retention Rates

	Admin	Teachers	Instructional
15-16 o 16-17	0.00%	79.41%	50.00%
16-17 to 17-18	100.00%	74.19%	40.00%
17-18 to 18-19	66.67%	62.16%	60.00%

Enrollment

	Enrollment	SPED	Bilingual	GT	LEP
17/18	553	8.28	19.77	37	24
18/19	537	12.39	19.27	30	24

Attendance

	Attendance Rate
17-18	93.7%
18-19	94.5%

Student mobility rate of 17.2%

Demographics Strengths

Our biggest subgroup at Burnet is the Hispanic population. The Special Education subgroup is growing at a fast pace. Our economically disadvantaged population is 66%. Our enrollment has not changed a lot at Burnet.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Burnet Elementary, there has been a high mobility rate of staff and students. **Root Cause**: In ECISD, we have a very fluent population.

Student Achievement

Student Achievement Summary

School Progress Academic Growth 2018 and beyond

Percent Met or Exceeded Progress years 2013-2017

Reading

Year	State	District	Burnet	H	W	AA	Asian	2 or More	Special Ed
2019			60	60	61				
2018	74	60	55	58	54				
2017	61	57	66	66	59				

Math

Year	State	District	Burnet	H	W	AA	Asian	2 or More
2019			54	54	58			
2018	81	67	61	63	58			
2017	59	56	84	86	74			

State Assessment Results-Approaches

Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			51	47	71				53	
2018	77	69	43							
2017	73	63	55	45	70	83			52	

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			64	61	66				59	

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2018	73	60	59	55					56	
2017	70	55	57	65	40				50	

5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			67	60	63				63	
2018	84	70	63	69					55	
2017	82	59	70	56	72				62	60

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			44	45	48				36	
2018	63	53	58	51	61	*	81	*	46	24
2017	65	50	52	60	-	-	-	-	50	-

5th Grade STAAR Science Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			39	35	38				26	
2018	76	66	54	61				73	60	37
2017	74	61	68	65	79	56	82		62	

3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019			41	39	65				38	
2018	78	69	43	42	48				37	

2017			78	66	53	48	59			48	

4th Grade STAAR Math Approaches Grade Level

Year		State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019				57	56	62				52	
2018		78	68	71	66	73				64	
2017		76	61	67	77	50				67	

5th Grade STAAR Math Approaches Grade Level

Year		State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed
2019				65	55	52				58	
2018		91	82	69	79					64	
2017		87	77	86	88	84	67			79	70

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			57	56	50				51		
2018			55	56	50				54		
2017	72	57	55	59	48				46		

5th Math

Year	State	District	Burnet	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019			53	52	46				49		
2018			62	71	50				61		
2017	81	70	80	84	86				73		

2015 – new Math TEKS

State Assessment for 2018

	Math	Reading	Writing	Science
Meets Standard	50%	26%	15%	16%

Masters Standard	8% 9%	2%	3%

Domain Scores for 2019 STAAR

Domain 1 54

Domain 2 60

Domain 3 53

Domain 4 46

2019 iStation May Tier Reports

1st Grade 55% Tier 1, 18% Tier 2, and 27% Tier 3

2nd Grade 35% Tier 1, 29% Tier 2, 36% Tier 3

3rd Grade 49% Tier 1, 24% Tier 2, 26 % Tier 3

4th Grade 52% Tier 1, 22% Tier 2, 26% Tier 3

5th Grade 44% Tier 1, 19% Tier 2, 37% Tier 3

Domain 2 Data Table:

ELA/Reading and Mathematics

Current-Year Performance on STAAR

Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	48	69	-	0	42	-	-	8	0		
Approaches Grade Level	-	16	0	-	34	30	-	-	22	7		
Meets Grade Level	0	-	-	23	-	-	-	10	11	10		
Masters Grade Level	0	-	-	7	-	-	20	-	-	19		
Total Number of Tests	0	64	69	30	34	72	20	10	41	36		
Total Points Score	0	0	69	0	17	72	0	5	41	36	240	376 64

ELA/Reading

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	25	30	-	0	29	-	-	5	0		
Approaches Grade Level	-	8	0	-	11	12	-	-	15	3		

	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Meets Grade Level	0	-	-	11	-	-	-	6	6	3		
Masters Grade Level	0	-	-	3	-	-	10	-	-	11		
Total Number of Tests	0	33	30	14	11	41	10	6	26	17		
Total Points Score	0	0	30	0	5.5	41	0	3	26	17	122.5	188 65

Mathematics

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	23	39	-	0	13	-	-	3	0		
Approaches Grade Level	-	8	0	-	23	18	-	-	7	4		
Meets Grade Level	0	-	-	12	-	-	-	4	5	7		
Masters Grade Level	0	-	-	4	-	-	10	-	-	8		
Total Number of Tests	0	31	39	16	23	31	10	4	15	19		
Total Points Score	0	0	39	0	11.5	31	0	2	15	19	117.5	188 63

Burnet Domain 3 Data Table:

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Academic Achievement Status											
ELA/Reading Target	44%	32%	37%	60%	56%	33%	29%	19%	36%	46%	42%
Target Met	N		N	N	N			N		N	N
% at Meets GL Standard or Above	27%	19%	26%	31%	20%	21%	20%	15%	38%	24%	33%
# at Meets GL Standard or Above	75	3	49	20	1	37	3	7	5	52	23
Total Tests (Adjusted)	283	16	192	64	5	179	15	48	13	213	70
Math Target	46%	31%	40%	59%	54%	36%	40%	23%	44%	47%	45%
Target Met	N		N	N		N		N		N	N
% at Meets GL Standard or Above	21%	0%	19%	31%	40%	16%	0%	10%	15%	22%	19%
# at Meets GL Standard or Above	59	0	36	20	2	28	0	5	2	46	13
Total Tests (Adjusted)	283	16	192	64	5	179	15	48	13	213	70
Total Indicators											
Growth Status											
ELA/Reading Target	66	62	65	69	68	64	64	59	65	66	67
Target Met	N		Y	N		Y		N		N	Y
Academic Growth Score	65	0	72	56	*	64	75	53	55	64	68
Growth Points	122.5	0	90.5	27	*	73	7.5	18	6	91	31.5
Total Tests	188	6	126	48	*	114	10	34	11	142	46
Math Target	71	67	69	74	73	68	68	61	70	71	70
Target Met	N		N	N		N		N		N	N

Academic Growth Score	63	50	65	60	*	61	55	57	77	61	68
Growth Points	117.5	3	82	29	*	70	5.5	19.5	8.5	86	31.5
Total Tests	188	6	126	48	*	114	10	34	11	142	46
Total Indicators											
Graduation Rate Status *											
Target	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Target Met											
2017 % Graduated	-	-	-	-	-	-	-	-			
2018 % Graduated	-	-	-	-	-	-	-	-			
2018 # Graduated	-	-	-	-	-	-	-	-			
2018 Total in Class	-	-	-	-	-	-	-	-			
Total Indicators											
English Language Proficiency Status											
Target							36%				
Target Met											
TELPAS Progress Rate							24%				
TELPAS Progress							4				
TELPAS Total							17				
Total Indicators											
Student Success Status											
Target	47	36	41	58	55	38	37	23	43	48	45
Target Met	N	N	N	N		N	N	N	N	N	N
STAAR Component Score	28	18	27	32	38	22	21	13	34	27	29
% at Approaches GL Standard or Above	54%	42%	53%	56%	79%	46%	53%	25%	73%	53%	55%

% at Meets GL Standard or Above	22%	8%	20%	29%	29%	16%	10%	12%	24%	20%	25%
% at Masters GL Standard	7%	3%	7%	10%	7%	4%	0%	3%	5%	7%	8%
Total Tests	762	38	515	179	14	476	40	130	37	569	193

Student Achievement Strengths

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2019
Reading

Year	State	District	Burnet	H	W
2019			60	60	61
2018	74	60	55	58	54
2017	61	57	66	66	59

Math

Year	State	District	Burnet	H	W
2019			54	54	58
2018	81	67	61	63	58
2017	59	56	84	86	74

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Burnet teachers lack consistent strategies as a campus to build capacity as a campus. **Root Cause**: Teacher turnover is high because of other opportunities in other communities.

Problem Statement 2: Burnet's student achievement is not comparable to the state's achievement levels in any subject or grade level. **Root Cause**: There is a lack of consistent implementation of programs, resources, and leadership at Burnet.

Problem Statement 3: Teachers lost 90 minutes of intervention time with their students weekly. **Root Cause**: The master schedule was built to incorporate two conference period for horizontal planning.

Problem Statement 4: At Burnet, there was a decline in all accountability domains from 2018 to 2019 **Root Cause**: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

School Culture and Climate

School Culture and Climate Summary

Burnet has an average of 600 students, 25 teachers, 2 special education teachers, behavior support classroom with two paraprofessionals, music teacher, media specialist, and a coach with an aide. Each grade K-4 classroom is made up of four monolingual teachers. 5th grade has five monolingual teachers. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling are provided throughout the school year. This year we are challenging teachers to bring the joy back in teaching to ensure Burnet is a place where teachers love to teach and students love to learn. The retention rate at Burnet is average. 62.16%. There are many activities that have been completed to build a team. Burnet is a place where teachers love to teach and kids love to learn.

School Culture and Climate Strengths

Burnet had a total of 93 discipline referrals this past year. activities to promote positive school culture has been done to promote Burnet expectations in the classroom. We will have a Burnet block party along with reading, math, science, and cultural academic nights. Panorama shows that parent involvement and family relationships is an area we can improve on.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Burnet teachers lack consistent strategies as a campus to build capacity as a campus. **Root Cause**: Teacher turnover is high because of other opportunities in other communities.

Problem Statement 2: Burnet has had discipline issues and expectations by students and staff have not been followed. **Root Cause**: Burnet has had a lack of training in PBIS/CHAMPS and a lack of high expectations.

Problem Statement 3: Burnet's student achievement is not comparable to the state's achievement levels in any subject or grade level. **Root Cause**: There is a lack of consistent implementation of programs, resources, and leadership at Burnet.

Problem Statement 4: Teachers lost 90 minutes of intervention time with their students weekly. **Root Cause**: The master schedule was built to incorporate two conference period for horizontal planning.

Problem Statement 5: At Burnet, there was a decline in all accountability domains from 2018 to 2019 **Root Cause**: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

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. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. 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. Burnet students will be taught by highly qualified teachers unless the position is unable to be filled. This year we have decreased vacancies from 3 to 1 vacancy.

Burnet has 25 classroom teachers. There is a long term sub in 2nd grade and 3rd grade. We have 3 SPED inclusion teachers and 1 BSC teacher with two aides. In addition, we have a physical education teacher, music teacher, and media specialist. During transfer period, there were 5 teachers that came to Burnet on a transfer.

Staff Quality, Recruitment, and Retention Strengths

Teachers from other campuses want to come to Burnet. We have highly qualified teachers in each classroom except for one 3rd grade class, which has a long term substitute who is working on certification test.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Burnet teachers lack consistent strategies as a campus to build capacity as a campus. **Root Cause**: Teacher turnover is high because of other opportunities in other communities.

Problem Statement 2: At Burnet, there was a decline in all accountability domains from 2018 to 2019 **Root Cause**: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

According to the STAAR assessment, Burnet has a campus weakness in mathematics.

Burnet has had inconsistent a implementation of reading programs. Teachers now have more time with their students in each grade level. 4th grade has moved from departmentalized to team teaching to allow more instructional time.

Curriculum, Instruction, and Assessment Strengths

Burnet will be following the curriculum plan template that the district requires. 100% of staff has been trained on the New ELAR TEKS as well as the new textbook adoption for reading.

100% of teachers have been trained on fluency strategies from Kim Sutton.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Burnet's student achievement is not comparable to the state's achievement levels in any subject or grade level. **Root Cause**: There is a lack of consistent implementation of programs, resources, and leadership at Burnet.

Problem Statement 2: Teachers lost 90 minutes of intervention time with their students weekly. **Root Cause**: The master schedule was built to incorporate two conference period for horizontal planning.

Problem Statement 3: At Burnet, there was a decline in all accountability domains from 2018 to 2019 **Root Cause**: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

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 events are: 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.

In the panerama survey one area of weakness as noted by the teachers was the relationships between teachers and parents.

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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not as involved on the campus. **Root Cause**: Parents have not felt welcomed on campus.

Problem Statement 2: VIP, PTA, and Watch DOG chairs are new and not as active on the campus. **Root Cause**: Change in lead volunteer chair.

Problem Statement 3: Burnet has had discipline issues and expectations by students and staff have not been followed. **Root Cause**: Burnet has had a lack of training in PBIS/CHAMPS and a lack of high expectations.

School Context and Organization

School Context and Organization Summary

Burnet is implementing an intervention block for 45 minutes daily this year. We have rearranged the master schedule to allow more time in the classroom. The Campus Improvement Team meets on the first Thursday of each month to discuss issues that need to be addressed and areas that we can improve on. Weekly, on Tuesdays, we meet in grade level teams for PLCs and utilize the 4 questions.

Burnet has a literacy and a math committee that meet monthly to review campus data and work continuously improve instruction.

School Context and Organization Strengths

The master schedule has been redesigned in order to allow one 45 minutes conference period daily. PLCs are structured based on the four questions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers lost 90 minutes of intervention time with their students weekly. **Root Cause**: The master schedule was built to incorporate two conference period for horizontal planning.

Problem Statement 2: At Burnet, there was a decline in all accountability domains from 2018 to 2019 **Root Cause**: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

Technology

Technology Summary

Burnet has the technology required in each classroom. Each classroom is equip with a teacher computer, three students computers, a document camera, and a projector. In addition we have the Colt Cafe with technology equipment in it. Each teacher has a minimum of 4 ipads in their classrooms. Each grade level has access to a computer on wheels and they are able to use once a week.

Teachers will be trained monthly on different instructional technology programs and ways to integrate them in their classrooms. This includes such programs like Flipgrid, Seesaw, and Nearpod.

Students are able to research topics that they are studying in their classroom like sharks and paleontology for the Shark Finder activities.

Technology Strengths

Each grade level has access to a computer on wheels to access technology programs our campus and district have purchased. In addition, students are able to engage in activities that require research, and have their world at their fingertips.

Problem Statements Identifying Technology Needs

Problem Statement 1: The lack of technology for students hinders the opportunities they are able to partake in. **Root Cause**: Campus funds have been utilized for other training and supplies instead of technology.

Priority Problem Statements

Problem Statement 1: At Burnet Elementary, there has been a high mobility rate of staff and students.

Root Cause 1: In ECISD, we have a very fluent population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers lost 90 minutes of intervention time with their students weekly.

Root Cause 2: The master schedule was built to incorporate two conference period for horizontal planning.

Problem Statement 2 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 3: At Burnet, there was a decline in all accountability domains from 2018 to 2019

Root Cause 3: There has been a lack of Tier 1 instruction, monitoring of Tier 1 instruction, and consistent feedback after walkthroughs.

Problem Statement 3 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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

Student Data: Behavior and Other Indicators

- Attendance data

Goals

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 22% to 40% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 1) Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton	3.1	Leadership and Math committee will regularly review and desegregate unit assessments.	Math test scores will improve from 22% to 36% in the meets category.				
TEA Priorities Build a foundation of reading and math 2) Teachers will implement Number Talks strategies in K-5.	2.4, 2.6	Teachers, King, Berndt, Ellington	Students will engage in math conversations and be able to use the same language.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Teachers will use the ECISD lesson plan template to create lessons.	2.4, 2.6		Teachers will have lesson plans that are aligned and rigorous to increase student outcomes.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 4) PLCS will be done weekly to discuss upcoming curriculum.	2.4, 2.6	King, Berndt, Ellington	Teachers will collaborate with each other to ensure engaging strategies are done.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) During PLCs the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.	2.4, 2.6	King, Berndt, Ellington	The teachers will know exactly where students are in math TEKS mastery.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 7% to 18% across all tested grade levels and content areas by May 2020.

    Evaluation Data Source(s) 2: State Accountability 2019, 2020

    Summative Evaluation 2:

    High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Dec**	**Mar**	**May**
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton	3.1	Leadership and Math committee will regularly review and desegregate unit assessments.	Math test scores will improve from 22% to 36% in the meets category.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.
Students achieving the Meets Standard on the state Reading assessment will increase from 27% to 40% by May 2020.
Students achieving the Meets Standard on the state Writing assessment will increase from 16% to 36% by May 2020.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Professional Development will be utilized in order to ensure the goal in met. AIE Conference Kim Sutton -Math			Student test scores will increase because of the training and the implementation in the classroom.				
Comprehensive Support Strategy **PBMAS** **TEA Priorities** Build a foundation of reading and math 2) Students will use ReadNQuiz to increase comprehension and encourage reading throughout the day.			Student reading test scores will increase.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) 4th grade students will be taught ELAR using the new TEKS and the ABDYOS strategies that were learned during the summer.	2.4, 2.6	King, Berndt, Ellington	Students will better understand the writing process and how it is incorporated into reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) Teachers will use the ECISD lesson plan template to create lessons.	2.4, 2.6	King, Berndt, Ellington	Teachers will have lesson plans that are aligned and rigorous to increase student outcomes.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) PLCS will be done weekly to discuss upcoming curriculum	2.4, 2.6	King, Berndt, Ellington	Teachers will collaborate with each other to ensure engaging strategies are done. King will attend the ESF training to ensure PLCS are done correctly				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 6) During PLCs the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.	2.4, 2.6	King, Berndt, Ellington	The teachers will know exactly where students are in math TEKS mastery.				
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 7) Burnet will ensure students at all grade levels will use meta cognitive skills to develop and deepen comprehension of increasingly complex text.	2.4, 2.6	King, Berndt, Ellington	Increase in student Lexile levels, vocabulary, vocabulary skills, comprehension, and state assessment scores.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Burnet will ensure that students are able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	2.4, 2.6	King, Berndt, Ellington	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 9) (Author's Purpose and Craft) Burnet will ensure students use critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. Additionally, students will be able to analyze and apply author's craft purposefully in order to develop his or her own products.	2.4, 2.6	King, Berndt, Ellington	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) Dyslexia support and interventions will be offered to identified students in order to prevent barriers for success on state assessments.	2.4, 2.6	King, Berndt, Ellington	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each by May 2020.
Students achieving the Meets Standard on state assessment in Math will increase from 21% to 31% by May 2020.

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **PBMAS** **TEA Priorities** Build a foundation of reading and math 1) All Burnet staff will attend Kim Sutton Math Fluency training August 8th. All Burnet staff will attend Kim Sutton Guided Math games training on September 26th.		King	All staff will be trained on math fact fluency and guided math games. This will give strategies for Tier 1 teaching and the end result will be student outcomes on all math assessments.				
Funding Sources: Title One School-wide - 12100.00							
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 2) Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton	3.1	Leadership and Math committee will regularly review and desegregate unit assessments.	Math test scores will improve from 22% to 36% in the meets category.				
TEA Priorities Improve low-performing schools 3) Leadership will use normed tools and processes to conduct observations, capture trends, and track student data over time.	2.4, 2.6		King, Berndt, Ellington				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 20% by May 2020.
Students achieving the Meets Standard on state assessments in Science will increase from 16% to 36% by May 2020.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Improve low-performing schools 1) Staff development- The lead science teacher will attend and participate in the Region 18 TEKS Collaborative	2.4, 2.5, 2.6	King and Berndt	The lead science to come back from collaborative with a deeper level of understanding of the science TEKS				
TEA Priorities Improve low-performing schools 2) Leadership with monitor science instruction during teachers scheduled science time	2.4, 2.5	King and Berndt	Science instruction to be taught regularly to help focus on the deficit of knowledge on the 5th grade test.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Teachers will use the ECISD lesson plan template to create lessons	2.4, 2.6	King, Berndt, Ellington	Teachers will have lesson plans that are aligned and rigorous to increase student outcomes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) PLCs will be done weekly to discuss upcoming curriculum.	2.4, 2.6	King, Berndt, Ellington	Teachers will collaborate with each other to ensure engaging strategies are done.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 5) During PLCS the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.	2.4, 2.6	King, Berndt, Ellington	The teachers will know exactly where students are in math TEKS mastery.				
TEA Priorities Improve low-performing schools 6) Leadership will use normed tools and processes to conduct observations, capture trends, and track student data over time.	2.4, 2.6		King, Berndt, Ellington				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Source(s) 6: District PEIMS Retention Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) RTI procedures will be followed throughout the year. Administration will monitor RTI and possible retention throughout the year.		King, Berndt	Students will fill in gaps and retention rates will decrease.				
	Problem Statements: Demographics 1						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) RtI procedures will be followed and any student that teachers are thinking are a candidate for retention will be in the RtI process to help get them caught up.	2.4, 2.6	King, Berndt, Moffitt	Get students the necessary time to work in a smaller ratio to get students on track				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: At Burnet Elementary, there has been a high mobility rate of staff and students. **Root Cause 1**: In ECISD, we have a very fluent population.

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: ECISD student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) At Burnet we will have incentives for perfect attendance for each 9 weeks.							
TEA Priorities Improve low-performing schools 2) We will follow the district guidelines in contacting parents, documenting in eduphoria, and creating contacts for students.							
TEA Priorities Improve low-performing schools 3) Burnet will maintain an attendance board at the front of the school to outline the attendance for each day.							
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Burnet will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 8: FitnessGram Annual Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Coach will ensure the Health requirements in the fitness assessment are met during physical education.							

100% = Accomplished		= Continue/Modify	0% = No Progress		= Discontinue

Goal 2: Burnet will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2020, the Burnet retention percentage will be at or above from 62% to 75%.

Evaluation Data Source(s) 1: TAPR
System Data
Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 1) Relationships will be built among the staff. Activities will be done to create a sense of pride at Burnet among all staff members.	2.6	King, Berndt	The retention rate at Burnet will improve among all staff.				
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 2) Our Instructional Specialist will support our teachers that are new the the district.	2.4	Ellington	Mrs. Ellington will ensure new to the district teachers have the support needed to be successful.				
TEA Priorities Recruit, support, retain teachers and principals 3) All staff with less than 3 years will be mentored by Mrs. Ellington to ensure lesson planning process, engagement activities, and day to day activities are completed.		Ellington	Teachers with less than one year experience will be supported in all activities.				
4) The instructional specialist will work with teachers and administration to provide job embedded training on instructional best practices.		King	%5 increase in students' passing rates on STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 5) Leadership will use normed tools and processes to conduct observations, capture trends, and track student data over time.	2.4, 2.6	King, Berndt, Ellington	Student Outcomes on state assessment.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 3: Burnet will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All classrooms at Burnet Elementary will create a social contact within the first week of school to ensure the social and emotional needs are met of students.	2.6	Teachers	Students will know the expectations and have a say in the emotional and social needs they need met in the classroom.				
Problem Statements: Demographics 1							
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college 2) AVID strategies will be utilized to ensure organization with student planners and binders in 2nd-5th grade.	2.6, 3.2		Students will be organized throughout the building and parent communication will take place.				
3) The staff will be trained in students with trauma and responding to students involved in some type or trauma.	2.4		100% of campus staff will be trained in students with trauma.				
4) All campus staff will b trained yearly during campus Professional Development concerning ECISD suicide prevention response procedures.	2.4	King, Moffitt	100% of campus staff will be trained in suicide prevention.				
TEA Priorities Improve low-performing schools 5) The Community Outreach center will be utilized for families whom are homeless and/or at risk	2.4, 2.6	King, Berndt, Luna	Students identified as homeless or at risk will receive services as identified.				
6) Student Assistance Services will provide a counselor one day a week to meet with students to remain on track for success in school.	2.4, 2.6	King, Garza	Students will remain on track with their education.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
7) Teachers will communicate with all students the expectations and encouragement to motivate students to do their best Connections between everyday life and lessons learned in class will be increased.	2.4, 2.5	King	Students engagement will increase in 100% of the classrooms.				
8) As a campus we will ensure mental health is addressed when needed through counseling, SAS, or SPED services if needed.	2.6						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: At Burnet Elementary, there has been a high mobility rate of staff and students. **Root Cause 1**: In ECISD, we have a very fluent population.

Goal 3: Burnet will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

    Evaluation Data Source(s) 2: Staff sign-in, archived training documents

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Drills will be called as outlined by the District Police Department to ensure students and staff know the safety plan.		King, Berndt	Students and staff will know and understand the evacuation routes of the campus.				
2) Teacher discipline management programs will be PBIS and CHAMPS.	2.5, 2.6	King, Berndt	A decrease in office referrals which will increase the among of instructional time for students.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✖ = Discontinue							

Goal 4: Burnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Burnet will improve parent and community perceptions by 70% as measured by a campus created survey by 2022.

Evaluation Data Source(s) 1: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Campus-wide events to engage families and get them involved on campus. - 1st day pep rally - Block party - Fall Festival - Student Choir performances		Campus Administration, Teachers,	This will improve community and school relationships. It will provide opportunities for parents to be involve in non-academic events.				
2) Campus wide events throughout the year to engage families including: Reading Night Science Night Math Night	3.1, 3.2	King, Berndt	Burnet will improve community and school relationships. It will provide opportunities for parents to be involved in non-academic events.				
Comprehensive Support Strategy **Targeted Support Strategy** 3) Parent nights will be held to discuss the parent compact, parent engagement and parent utility.	3.1, 3.2	King, Berndt	Burnet will improve community and school relationships. These opportunities will provide parents information about a Title 1 school.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: Burnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Burnet will streamline the flow of communication to phone calls, ParentLink, monthly calendar, social media, and the AVID planner.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Parent information will be delivered on all media outlets and communication systems.		Teachers, Office Staff, Administration	Parents will know what events are going on at Burnet to increase parental involvement.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 5: Burnet will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Burnet will ensure the finances used for training are implemented and impact student outcomes.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teacher will be required to show student work that implement campus and staff training. Kim Sutton (fluency), Ron Clark Academy (engagement)		Teachers, administration	Student learning will improve.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 6: Burnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Source(s) 1: Campus inventory and student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Maintain a district inventory of student computers and laptops.		Secretary	Working and written accountability of materials on campus.				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 6: Burnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase the use of digital tools and strategies using cloud-based applications by 2020.

Evaluation Data Source(s) 2: Usage reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will be trained on Office365 and Google app to incorporate them in their lesson and PB L		Teachers, Informational Technologist, Campus Administration	Increase in student use of computer and digital tools.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 6: Burnet will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Source(s) 3: txConnect administrator reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) Parents will update their own information in iTCCs at registration.		Data Clerk	Teachers and Administration will be able to communicate with parents campus.				
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton
1	1	3	Teachers will use the ECISD lesson plan template to create lessons.
1	1	4	PLCS will be done weekly to discuss upcoming curriculum.
1	1	5	During PLCs the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.
1	2	1	Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton
1	3	1	Professional Development will be utilized in order to ensure the goal in met. AIE Conference Kim Sutton -Math
1	3	2	Students will use ReadNQuiz to increase comprehension and encourage reading throughout the day.
1	3	4	Teachers will use the ECISD lesson plan template to create lessons.
1	3	5	PLCS will be done weekly to discuss upcoming curriculum
1	3	6	During PLCs the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.
1	3	7	Burnet will ensure students at all grade levels will use meta cognitive skills to develop and deepen comprehension of increasingly complex text.
1	3	9	(Author's Purpose and Craft) Burnet will ensure students use critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. Additionally, students will be able to analyze and apply author's craft purposefully in order to develop his or her own products.
1	4	1	All Burnet staff will attend Kim Sutton Math Fluency training August 8th. All Burnet staff will attend Kim Sutton Guided Math games training on September 26th.
1	4	2	Teachers will be trained and implement math strategies for Math Fluency and Guided Math from Kim Sutton
1	5	1	Staff development- The lead science teacher will attend and participate in the Region 18 TEKS Collaborative
1	5	3	Teachers will use the ECISD lesson plan template to create lessons
1	5	4	PLCs will be done weekly to discuss upcoming curriculum.
1	5	5	During PLCS the ECISD data process will be utilized and intervention lessons will be created based on the findings of data.
2	1	1	Relationships will be built among the staff. Activities will be done to create a sense of pride at Burnet among all staff members.

Goal	Objective	Strategy	Description
2	1	2	Our Instructional Specialist will support our teachers that are new the the district.
3	1	2	AVID strategies will be utilized to ensure organization with student planners and binders in 2nd-5th grade.
4	1	3	Parent nights will be held to discuss the parent compact, parent engagement and parent utility.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	3	2	Students will use ReadNQuiz to increase comprehension and encourage reading throughout the day.
1	4	1	All Burnet staff will attend Kim Sutton Math Fluency training August 8th. All Burnet staff will attend Kim Sutton Guided Math games training on September 26th.

Campus Improvement Team 2019-2020

Committee Role	Name	Position
Administrator	Marissa King	Principal
Administrator	Andrea Berndt	Assistant Principal
District-level Professional	Rhonda Elilington	Instructional Support
Classroom Teacher	Dionna Williams	Kinder
Classroom Teacher	Lorena Ibanez	1st
Classroom Teacher	Nikki Friday	2nd
Classroom Teacher	Channing Sawyers	2nd
Classroom Teacher	Kelsa Bertrand	4th
Classroom Teacher	Evonne Marruffo	5th
Parent	Erica Lujan	Parent
Classroom Teacher	Riley Coffman	Coach

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Kim Sutton	211-13-6299-00-104-30-21120	$6,600.00
1	4	1	Kim Sutton Books and Manipulatives	211-11-6396-00-104-30-21120	$5,500.00
				Sub-Total	$12,100.00
				Grand Total	$12,100.00