

# **Ector County Independent School District**

## **Burnet Elementary**

### **Improvement Plan**

**2020-2021**

**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*

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	11
School Culture and Climate	21
Staff Quality, Recruitment, and Retention	25
Curriculum, Instruction, and Assessment	27
Parent and Community Engagement	29
School Context and Organization	30
Technology	32
Priority Problem Statements	34
Comprehensive Needs Assessment Data Documentation	36
Goals	38
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.	38
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.	48
Goal 3 : ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	51
Campus Funding Summary	60
Addendums	61

# 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

The majority of the students for the 2019-20 school year were Hispanic 68%, followed by 22 % White, 5% Black 6% all other races. The male population was 5% than the female population. The economically disadvantaged population was at 68%. The Special Education percentage was 14% . Enrollment per grade level was very consistent ranging from 84 to 96 students. Mobility rate is 15.4%. Attendance is 95%.

## Demographic Data by Grade Level 2019-2020

2019-2020 Gender						
CAMPUS	GR	TOTAL STU	F		M	
104-BURNET ELEMENTARY SCHOOL	KG	96	41	42.71%	55	57.29%
	01	90	47	52.22%	43	47.78%
	02	85	39	45.88%	46	54.12%
	03	84	41	48.81%	43	51.19%
	04	84	39	46.43%	45	53.57%
	05	92	45	48.91%	47	51.09%
		531	252	47.46%	279	52.54%
TOT RPT:		531	252	47.46%	279	52.54%

## 2019-2020 Ethnicity

CAMPUS	GR	TOTAL STU	ASIAN	BLACK	HISPANIC	MULTI RACIAL	PACIFIC ISLANDER	WHITE
104-BURNET ELEMENTARY SCHOOL	KG	96	2 2.08%	2 2.08%	67 69.79%	3 3.13%	1 1.04%	21 21.88%
	01	90	0 .00%	4 4.44%	61 67.78%	3 3.33%	1 1.11%	21 23.33%
	02	85	0 .00%	3 3.53%	60 70.59%	2 2.35%	3 3.53%	17 20.00%
	03	84	1 1.19%	3 3.57%	57 67.86%	2 2.38%	2 2.38%	19 22.62%
	04	84	0 .00%	9 10.71%	53 63.10%	1 1.19%	5 5.95%	16 19.05%
	05	92	1 1.09%	4 4.35%	65 70.65%	0 .00%	1 1.09%	21 22.83%
		<b>531</b>	<b>4 .75%</b>	<b>25 4.71%</b>	<b>363 68.36%</b>	<b>11 2.07%</b>	<b>13 2.45%</b>	<b>115 21.66%</b>
<b>TOT RPT:</b>		<b>531</b>	<b>4 .75%</b>	<b>25 4.71%</b>	<b>363 68.36%</b>	<b>11 2.07%</b>	<b>13 2.45%</b>	<b>115 21.66%</b>

## 2019-2020 Economically Disadvantaged

CAMPUS	GR	TOTAL STU	ECO DIS
104-BURNET ELEMENTARY SCHOOL	KG	96	70 72.92%
	01	90	52 57.78%
	02	85	59 69.41%
	03	84	60 71.43%
	04	84	59 70.24%
	05	92	59 64.13%
		<b>531</b>	<b>359 67.61%</b>
<b>TOT RPT:</b>		<b>531</b>	<b>359 67.61%</b>

## 2019-2020 Special Programs - Special Education, English Language Acquisition, At-Risk, Homeless

CAMPUS	GR	TOTAL STU	GT	ELL	ESL	DENIAL	SPED	SPEECH	504	DYS	HOMELES									
104-BURNET ELEMENTARY SCHOOL	KG	96	0	.00%	5	5.21%	3	3.13%	2	2.08%	8	8.33%	6	6.25%	0	.00%	0	.00%	11	11.4
	01	90	3	3.33%	1	1.11%	2	2.22%	0	.00%	16	17.78%	10	11.11%	0	.00%	0	.00%	5	5.5
	02	85	1	1.18%	0	.00%	0	.00%	0	.00%	17	20.00%	9	10.59%	0	.00%	4	4.71%	5	5.8
	03	84	4	4.76%	5	5.95%	5	5.95%	0	.00%	10	11.90%	5	5.95%	0	.00%	2	2.38%	8	9.5
	04	84	6	7.14%	4	4.76%	4	4.76%	0	.00%	11	13.10%	3	3.57%	0	.00%	9	10.71%	4	4.7
	05	92	10	10.87%	5	5.43%	5	5.43%	0	.00%	14	15.22%	3	3.26%	1	1.09%	9	9.78%	3	3.2
			531	24	4.52%	20	3.77%	19	3.58%	2	.38%	76	14.31%	36	6.78%	1	.19%	24	4.52%	36
TOT RPT:		531	24	4.52%	20	3.77%	19	3.58%	2	.38%	76	14.31%	36	6.78%	1	.19%	24	4.52%	36	6.7

## Demographic Data Summary (4 years) 2017-2020

### Ethnic Distribution

Year	Total # Students	H	W	AA	2 or More	Pacific Islander	Asian
2019-2020	546	62.32%	21.98%	4.76%	1.83%	2.38%	0.73%
2018-2019	559	68.3%	23.1%	4.8%	1.6%	1.8%	0.4%
2017-2018	537	69.1%	20.5%	6.4%	1.9%	1.2%	0.0%
2016-2017	553	69.3%	18.8%	37.6%	1.9%	1.1%	0.9%

### Enrollment (Total/Special Populations)

Year	Total # Students	SPED	LEP	GT	EcoDis
2019-2020	546	17.93%	4.5%	4.58%	64.84%

Enrollment (Total/Special Populations)					
2018-2019	559	14.3%	3.6%	4.7%	65.7%
2017-2018	537	11.2%	3.8%	6.0%	61.47%
2016-2017	553	11%	3.5%	4.8%	62.5%

## Mobility Rate

	Campus	District
2019-2020	Not Available	Not Available
2018-2019	15.4%	18.5%
2017-2018	17.1%	16.7%
2016-2017	17.6%	19.6%

\*\*Mobility rates for the 2019-2020 school year are not available. TEA reports lag a year.

## Attendance Rates

	Campus	District
2019-2020	95.4%	94.2%
2018-2019	94.5%	90.6%
2017-2018	93.7%	91.5%



	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	20.3	20.2	18.9
Grade 1	22.7	21.0	18.8
Grade 2	16.8	20.0	18.7
Grade 3	18.3	19.9	18.9
Grade 4	18.8	20.4	19.2
Grade 5	26.5	22.6	21.2

### Demographics Strengths

Overall enrollment at Burnet has remained stable for the last three years, this hold true for the sub-populations. 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.

Burnet does have a high percentage of At-Risk students, Homeless, Economically Disadvantaged, and Special Education students. Awareness of the needs of these populations will need to take place to ensure that the needs of the students identified in one of these sub-groups is being met not just academically but emotionally as well.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The percentage of Special Education students is considerably higher than that of the district and the state, 17.3 %. Some Grade levels have higher percentage of Special Education students (1st and 2nd Grade). **Root Cause:** RTI process was not implemented consistently. There was a lack of a Tier II intervention.

**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

Burnet scores in our STAAR assessments have been dropping consistently. From 2017-18 to 2018-19 our overall scores dropped from 59 to 56. Domain I, Student Achievement dropped 2 points from 56 to 54. Domain II Dropped 5 points from 65 to 60. Domain III, Closing the Gaps, dropped from 51 to 46. Our STAAR performance on the Approaches Grade Level dropped from 57% to 54%, "Meets Grade Level from 26% to 22%, and Master Grade Level from 10% to 7%.

The lack of a consistent Response to Intervention (RTI) process did not allow for student needs to be tracked and addressed by teachers and administrators. Additionally there was a lack of Tier II intervention for both Reading and Math. Teachers felt the only way to help struggling students was to refer them to Special Education. Now Burnet has a Reading Specialist. Students will be able to get an additional layer of intervention before they are referred to Special Education. The campus is also assessing different modes of intervention for Math in order to define a Tier II intervention for students that are struggling in Math.

The district is now implementing two new programs Imagen Learning and Imagen Math that will be able to provide additional practice and data for teachers and help them create individual plans for the students that will zero in to the students academic deficiencies. Additionally, the school is looking for additional resources for intervention that teachers can use to provide additional face/face, teacher delivered intervention to the students.

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. Students reading level affects their comprehension and in turn affects their performance in other content areas. PK-2nd grade will assess and monitor reading progress (fluency, accuracy, comprehension) frequently and plans to intervene early will be put in place. Reading will be promoted and students will be motivated to read.

The instructional team will research way to help students increase math fluency. Goals for students by grade level will be set and will be displayed to serve as reinforcement.

Science scores were 42% lower than the state and Writing scores were 14% lower than the state. Emphasis was given to Reading and Math due to the school's focus on Domain II. Although the focus will continue to be on growth, mastery of all content can't be ignored. The school needs to be looking at ways to meet the expectations on all three domains. Science and writing will be taught and monitored in all grade levels. Cross curricular reading and writing will be encouraged.

## *Reading Levels K-4th*

Burnet Reading Levels Data 2019-2020				
	2 yrs below	1 yr below	Borderline (1-2 levels below)	On level or above
Kinder		33.3%		66.7%
1st		25.8%	11.3%	62.9%
2nd	14.2%	42.9%	9.4%	33.3%
3rd	20.0%	17.5%	30.0%	32.5%
4th	13.7%	20.5%	2.7%	63.0%
Total	10.9%	27.9%	11.8%	50.0%

## *STAAR DATA*

## 3rd Grade

	Reading		
		3rd Grade	
	Approaches	Meets	Masters
2018	47.78%	17.78%	6.67%
2019	47.56%	15.85%	9.76%
2020 (Spring Benchmark)	56.63%	19.28%	8.43%

	Math		
		3rd Grade	
	Approaches	Meets	Masters
2018	47.78%	14.44%	8.89%
2019	41.46%	10.98%	3.66%
2020 (Spring Benchmark)	62.50%	21.25%	5.00%

## 4th Grade

	Reading		
		4th Grade	
	Approaches	Meets	Masters
2018	58.93%	34.82%	15.18%
2019	64.00%	31.00%	16.00%
2020 (Spring Benchmark)	59.04%	19.28%	7.23%

	Math		
		4th Grade	
	Approaches	Meets	Masters
2018	68.14%	30.97%	13.27%
2019	57.00%	23.00%	12.00%
2020 (Spring Benchmark)	43.21%	16.05%	3.70%

	Writing		
		4th Grade	
	Approaches	Meets	Masters
2018	55.75%	33.63%	7.08%
2019	44.00%	16.00%	2.00%
2020 (Spring Benchmark)	43.90%	18.29%	2.44%

## 5th Grade

	Reading		
		5th Grade	
	Approaches	Meets	Masters
2018	54.96%	26.13%	5.41%
2019	57.01%	28.97%	3.74%
2020 (Spring Benchmark)	46.39%	25.77%	9.28%

	Math		
		5th Grade	
	Approaches	Meets	Masters
2018	62.16%	30.63%	11.71%
2019	53.27%	25.23%	9.35%
2020 (Spring Benchmark)	34.02%	12.37%	3.09%

	Science		
		5th Grade	
	Approaches	Meets	Masters
2018	51.79%	17.86%	5.36%
2019	38.89%	15.74%	3.70%
2020 (Spring Benchmark)	21.74%	6.52%	1.09%

### 3 Year STAAR Data - All Grades/Content

Reading - Campus, District, State									
All Grades									
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	60.00%	57.00%	72.00%	29.00%	29.00%	44.00%	14.00%	10.00%	19.00%
2018	55.00%	60.00%	74.00%	25.00%	31.00%	46.00%	10.00%	10.00%	19.00%
2019	61.00%	61.00%	75.00%	27.00%	32.00%	48.00%	9.00%	11.00%	21.00%
2020 (Spring Benchmark)	59.04%			19.28%			7.23%		

Math - Campus, District, State									
All Grades									
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	69.00%	64.00%	79.00%	33.00%	27.00%	46.00%	12.00%	22.00%	24.00%
2018	61.00%	67.00%	81.00%	27.00%	30.00%	50.00%	12.00%	11.00%	24.00%
2019	55.00%	67.00%	82.00%	21.00%	32.00%	52.00%	8.00%	13.00%	26.00%
2020 (Spring Benchmark)	43.21%			16.05%			3.70%		

Writing - Campus, District, State									
All Grades									
	Approaches	District	State	Meets	District	State	Masters	District	State

2017		50.00%	67.00%		22.00%	36.00%		5.00%	11.00%
2018	58.00%	52.00%	66.00%	36.00%	27.00%	41.00%	7.00%	6.00%	13.00%
2019	44.00%	52.00%	68.00%	16.00%	23.00%	38.00%	2.00%	6.00%	14.00%
2020 (Spring Benchmark)	43.90%			18.29%			2.44%		

Science - Campus, District, State									
All Grades									
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	68	69	79	26	49	35	7	9	19
2018	54	71	80	19	36	51	6	11	23
2019	39	69	81	16	36	54	3	12	25
2020 (Spring Benchmark)	21.74			6.52			1.09		

## 2019 STAAR Data

### Overall and By Special Populations

2019 STAAR Performance Data Table  
BURNET EL (068901104) - ECTOR COUNTY ISD

All Subjects	Percent of Tests % at Approaches GL Standard or Above	54%	42%	53%	56%	-	100%	40%	79%	46%	53%
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% at Meets GL Standard or Above	22%	8%	20%	29%	-	33%	20%	29%	16%	10%
% at Masters GL Standard	7%	3%	7%	10%	-	0%	0%	7%	4%	0%
<b>ELA/Reading</b>										
Percent of Tests										
% at Approaches GL Standard or Above	61%	50%	60%	63%	-	*	*	80%	54%	67%
% at Meets GL Standard or Above	27%	19%	26%	31%	-	*	*	20%	21%	20%
% at Masters GL Standard	9%	6%	7%	14%	-	*	*	20%	5%	0%
<b>Mathematics</b>										
Percent of Tests										
% at Approaches GL Standard or Above	55%	44%	54%	61%	-	*	*	80%	47%	40%
% at Meets GL Standard or Above	21%	0%	19%	31%	-	*	*	40%	16%	0%
% at Masters GL Standard	8%	0%	9%	11%	-	*	*	0%	4%	0%
<b>Writing</b>										
Percent of Tests										
% at Approaches GL Standard or Above	44%	*	44%	48%	-	*	*	-	37%	40%
% at Meets GL Standard or Above	16%	*	13%	26%	-	*	*	-	14%	0%
% at Masters GL Standard	2%	*	2%	4%	-	*	*	-	0%	0%
<b>Science</b>										
Percent of Tests										
% at Approaches GL Standard or Above	39%	*	36%	38%	-	*	*	*	25%	60%
% at Meets GL Standard or Above	16%	*	13%	21%	-	*	*	*	7%	20%
% at Masters GL Standard	3%	*	3%	4%	-	*	*	*	0%	0%

## 3rd Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>														
<b>Grade 3 Reading</b>														
At Approaches Grade Level or Above	2019	75%	66%	<b>50%</b>	44%	62%	49%	49%	31%	53%	23%	68%	-	50%
	2018	77%	69%	<b>46%</b>	35%	58%	45%	46%	21%	49%	27%	49%	-	46%
At Meets Grade Level or Above	2019	44%	34%	<b>18%</b>	15%	24%	16%	21%	19%	17%	3%	27%	-	18%
	2018	43%	31%	<b>11%</b>	7%	17%	11%	12%	0%	13%	0%	13%	-	11%
At Masters Grade Level	2019	27%	19%	<b>10%</b>	9%	12%	7%	14%	13%	9%	3%	15%	-	10%
	2018	24%	16%	<b>8%</b>	4%	13%	8%	8%	0%	9%	0%	9%	-	8%
<b>Grade 3 Mathematics</b>														
At Approaches Grade Level or Above	2019	78%	65%	<b>41%</b>	35%	53%	40%	42%	38%	42%	20%	55%	-	41%
	2018	77%	68%	<b>44%</b>	37%	52%	43%	44%	0%	51%	27%	47%	-	44%
At Meets Grade Level or Above	2019	48%	35%	<b>15%</b>	9%	26%	12%	16%	19%	14%	0%	24%	-	15%
	2018	46%	35%	<b>15%</b>	11%	21%	21%	10%	0%	18%	13%	16%	-	15%
At Masters Grade Level	2019	24%	15%	<b>5%</b>	1%	12%	5%	5%	6%	5%	0%	8%	-	5%
	2018	22%	15%	<b>8%</b>	0%	17%	11%	4%	0%	9%	0%	9%	-	8%

# 4th Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
	2018	22%	15%	<b>8%</b>	0%	17%	11%	4%	0%	9%	0%	9%	-	8%
Grade 4 Reading														
At Approaches Grade Level or Above	2019	74%	63%	<b>64%</b>	60%	70%	58%	69%	26%	75%	48%	88%	-	64%
	2018	72%	59%	<b>60%</b>	55%	65%	65%	55%	39%	64%	40%	87%	-	60%
At Meets Grade Level or Above	2019	43%	33%	<b>31%</b>	26%	41%	32%	31%	13%	37%	11%	61%	-	31%
	2018	45%	33%	<b>36%</b>	28%	47%	40%	32%	33%	36%	21%	57%	-	36%
At Masters Grade Level	2019	21%	14%	<b>16%</b>	11%	24%	18%	13%	4%	19%	0%	39%	-	16%
	2018	23%	15%	<b>15%</b>	9%	22%	19%	11%	6%	17%	3%	32%	-	15%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2019	74%	63%	<b>57%</b>	52%	65%	62%	52%	22%	67%	36%	88%	-	57%
	2018	77%	67%	<b>69%</b>	62%	78%	69%	68%	47%	73%	51%	94%	-	69%
At Meets Grade Level or Above	2019	46%	33%	<b>24%</b>	22%	27%	32%	15%	4%	29%	7%	49%	-	24%
	2018	48%	35%	<b>32%</b>	33%	31%	37%	29%	21%	34%	6%	70%	-	32%
At Masters Grade Level	2019	27%	17%	<b>12%</b>	8%	19%	20%	4%	0%	15%	2%	27%	-	12%
	2018	26%	16%	<b>13%</b>	12%	14%	13%	13%	5%	15%	1%	30%	-	13%
Grade 4 Writing														
At Approaches Grade Level or Above	2019	66%	53%	<b>44%</b>	38%	54%	46%	42%	26%	49%	28%	68%	-	44%
	2018	62%	52%	<b>57%</b>	50%	65%	50%	62%	26%	63%	40%	81%	-	57%
At Meets Grade Level or Above	2019	34%	22%	<b>17%</b>	14%	22%	18%	15%	13%	18%	3%	37%	-	17%
	2018	38%	28%	<b>35%</b>	33%	37%	35%	35%	21%	38%	13%	66%	-	35%
At Masters Grade Level	2019	11%	5%	<b>2%</b>	0%	5%	2%	2%	0%	3%	0%	5%	-	2%
	2018	11%	6%	<b>7%</b>	5%	10%	4%	10%	5%	7%	0%	17%	-	7%

# 5th Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
Grade 5 Reading*														
At Approaches Grade Level or Above	2019	86%	75%	<b>67%</b>	59%	80%	65%	69%	23%	73%	49%	93%	-	67%
	2018	83%	70%	<b>63%</b>	56%	76%	59%	67%	15%	69%	41%	96%	-	63%
At Meets Grade Level or Above	2019	53%	38%	<b>31%</b>	25%	39%	29%	33%	8%	34%	10%	61%	-	31%
	2018	53%	37%	<b>26%</b>	23%	32%	25%	27%	8%	29%	7%	54%	-	26%
At Masters Grade Level	2019	29%	16%	<b>4%</b>	0%	9%	4%	4%	0%	4%	0%	9%	-	4%
	2018	29%	16%	<b>4%</b>	0%	9%	4%	4%	0%	4%	0%	9%	-	4%

	2018	26%	13%	<b>5%</b>	7%	2%	3%	7%	0%	6%	0%	13%	-	5%
Grade 5 Mathematics*														
At Approaches Grade Level or Above	2019	89%	80%	<b>65%</b>	56%	80%	65%	65%	8%	73%	46%	93%	-	65%
At Meets Grade Level or Above	2018	90%	81%	<b>68%</b>	62%	78%	64%	71%	46%	70%	51%	91%	-	68%
	2019	57%	42%	<b>27%</b>	17%	41%	27%	27%	8%	30%	8%	55%	-	27%
At Masters Grade Level	2018	57%	41%	<b>31%</b>	29%	34%	31%	31%	8%	34%	9%	63%	-	31%
	2019	36%	23%	<b>9%</b>	5%	16%	13%	5%	0%	11%	2%	20%	-	9%
	2018	30%	17%	<b>12%</b>	11%	15%	10%	15%	8%	13%	0%	30%	-	12%
Grade 5 Science														
At Approaches Grade Level or Above	2019	74%	58%	<b>39%</b>	25%	58%	45%	33%	8%	43%	17%	69%	-	39%
At Meets Grade Level or Above	2018	75%	65%	<b>52%</b>	47%	63%	53%	51%	23%	56%	31%	83%	-	52%
	2019	48%	32%	<b>16%</b>	6%	29%	17%	15%	0%	18%	2%	36%	-	16%
At Masters Grade Level	2018	40%	27%	<b>19%</b>	15%	25%	21%	16%	8%	20%	3%	41%	-	19%
	2019	23%	14%	<b>4%</b>	0%	9%	6%	2%	0%	4%	0%	9%	-	4%
	2018	46%	34%	<b>25%</b>	21%	35%	25%	21%	8%	27%	10%	45%	-	25%

## Student Achievement Strengths

The Reading scores improved in 2019 and were comparable to the district scores. The Reading spring district benchmark pointed to continuing improvement in Reading across the grade levels.

The 2019 scores and 2020 benchmark showed that 3rd grade students were scoring above the the rest of the grade levels in both Reading and Math. Even though 4th grade students scores were lower on the benchmark this was not a true picture of the progress since the benchmark was early and not all standards had been taught.

## 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 27% lower than the state. **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

**Problem Statement 4 (Prioritized):** "Approaches Grade Level" STAAR Science scores are 42% lower than the state. **Root Cause:** Science has not been emphasized in all grade levels.

**Problem Statement 5 (Prioritized):** "Approaches Grade Level" STAAR Writing scores are 24% lower than the state. **Root Cause:** Writing has not been emphasized in all grade levels.

**Problem Statement 6 (Prioritized):** The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

**Problem Statement 7:** "Approaches Grade Level" STAAR Reading Scores are 14% lower than the state. **Root Cause:** 50% of students are reading below grade level.

**Problem Statement 8:** Economically Disadvantaged students are performing about 20% lower than the non-economically disadvantaged. **Root Cause:** Sub-populations are not closely monitored.

# School Culture and Climate

## School Culture and Climate 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.

Attendance will be one of those challenges. Burnet had 105 students that had 10 absences or more during the 2019-2020 school year (this prior to COVID 19). Out of those students 17 had more then 20 absences that were non medical. 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.

## Burnet Number of Absences by Grade Level 2019-2020

	1 to 4	5 to 10	11 to 15	16 to 19	20+
Kinder	39	26	9	5	5
1st	29	31	16	5	2
2nd	31	23	18	2	4
3rd	41	23	10	0	1
4th	36	24	10	0	3
5th	61	37	10	3	2
<b>Total</b>	<b>237</b>	<b>164</b>	<b>73</b>	<b>15</b>	<b>17</b>

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 criterial will be developed and all staff will be trained on the RTI expectations.

### 2019-2020 RTI

Kinder		1
1st		12
2nd		8
3rd		8
4th		9
5th		9
<b>Total</b>		<b>47</b>

There were 13 discipline reports that were reported to on PEIMS. 6 were in-school suspensions and 7 out of school. The need to establish a strong Positive Behavior Intervention and Support system is evident. The need is even grater with over 60% of the teachers and staff being new to education.

2019-2020 Discipline Reports		
In School Suspencion		6
Out of School Suspencion		7
<b>Total</b>		<b>13</b>

## **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 (Prioritized):** 13 suspensions both in-school and out-of-school. **Root Cause:** Lack of Positive Behavior Intervention Models

**Problem Statement 2:** 20% of the students had 10 absences or more **Root Cause:** Lack of parent education on the importance of attendance

**Problem Statement 3:** 14.3% of students in Special Education. **Root Cause:** Lack of RTI process and procedures.



# 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. This school year Burnet will have 3 experienced instructional specialists and a Reading teacher. 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 has been about 40% but this year is at 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.

Burnet has had a change of Principal almost every year. The assistant principal had been consistent for the last 4 years until this year. This year both the administrators are new.

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.

## 2018-19 Teacher/Staff Data

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	44	4
15/16	2	34	4
16/17	2	31	5
17/18	2	33	5
18/19	3	37	5
19/20	2	30	3

EMPLOYEE RETENTION PERCENTAGES			
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% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	100.00%	93.10%	50.00%
15/16 to 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%
18/19 to 19/20	66.67%	64.86%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.09%	40.91%	15.91%	34.09%	11.36%
15/16	2.94%	29.41%	29.41%	38.24%	11.76%
16/17	6.45%	38.71%	25.81%	29.03%	12.90%
17/18	9.09%	36.36%	24.24%	30.30%	9.09%
18/19	2.70%	29.73%	27.03%	40.54%	24.32%
19/20	0.00%	23.33%	26.67%	50.00%	23.33%

### 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 2019 STAAR assessment and the district 2020 Spring Benchmark demonstrates that Burnet has instructional weakness in all areas but the area that shows the biggest weakness is the area of Math.

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 2020-21, emphasis will need to be placed on teachers becoming proficient with the TEKS, the use of the Texas Resource System (TRS), and Lead4ward documents.

## Curriculum, Instruction, and Assessment Strengths

Burnet uses instructional specialist to support teachers and uses Eduphoria to desegregate data.

## 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 are on the "Approaches Grade Level" are 27% lower than the state. **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

**Problem Statement 4 (Prioritized):** "Approaches Grade Level" STAAR Science scores are 42% lower than the state. **Root Cause:** Science has not been emphasized in all grade levels.

**Problem Statement 5 (Prioritized):** "Approaches Grade Level" STAAR Writing scores are 24% lower than the state. **Root Cause:** Writing has not been

emphasized in all grade levels.

**Problem Statement 6 (Prioritized):** The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

# 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 will face 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. Burnet has a strong PTA that supports the campus goals.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** 13 suspensions both in-school and out-of-school. **Root Cause:** Lack of Positive Behavior Intervention Models

**Problem Statement 2:** 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.

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**Campus District State**

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**Expenditures per Student**

Total Operating Expenditures	\$5,924	\$8,298	\$9,844
Instruction	\$4,250	\$4,577	\$5,492
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):** The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

**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):** 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 2:** Lesson plans lacked the rigor needed to ensure that students were successful.

**Root Cause 2:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

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

**Problem Statement 3:** 50% of students are reading below grade level.

**Root Cause 3:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

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

**Problem Statement 5:** STAAR Math scores are on the "Approaches Grade Level" are 27% lower than the state.

**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:** "Approaches Grade Level" STAAR Science scores are 42% lower than the state.

**Root Cause 6:** Science has not been emphasized in all grade levels.

**Problem Statement 6 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 7:** "Approaches Grade Level" STAAR Writing scores are 24% lower than the state.

**Root Cause 7:** Writing has not been emphasized in all grade levels.

**Problem Statement 7 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 8:** The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from

home.

**Root Cause 8:** Lack of access to internet/connectivity.

**Problem Statement 8 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Technology

**Problem Statement 9:** 13 suspensions both in-school and out-of-school.

**Root Cause 9:** Lack of Positive Behavior Intervention Models

**Problem Statement 9 Areas:** School Culture and Climate - Parent and Community Engagement

**Problem Statement 11:** Inconsistency with PLC and grade level meetings

**Root Cause 11:** Lack of written plan and expectations.

**Problem Statement 11 Areas:** School Context and Organization

**Problem Statement 12:** Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources)

**Root Cause 12:** 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 12 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

## 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
- 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 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
- 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
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

- Parent Involvement Rate

### **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% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Attendance data.

**Summative Evaluation:** None

<b>Strategy 1:</b> Communicate importance of school attendance to parents via parent link, social media (Facebook, Class Dojo, Twitter) and verbal/written communication.	
<b>Strategy's Expected Result/Impact:</b> Increased attendance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers, and Attendance Clerk	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
	<b>May</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 2:** Develop an attendance incentive plan that includes synchronous and asynchronous models.


<b>Strategy's Expected Result/Impact:</b> Increased attendance	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers and Attendance Clerk	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

**Strategy 3:** Establish an accountability structure for non-compliance of attendance policy.

<b>Strategy's Expected Result/Impact:</b> Increased attendance	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers, and Attendance Cler.	
<b>Title I Schoolwide Elements:</b> 2.5	
<b>TEA Priorities:</b> Connect high school to career and college	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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 District forward in the future.

**Evaluation Data Sources:** Campus map and classroom set up.

**Summative Evaluation:** None

<b>Strategy 1:</b> All classrooms will set up in a way that allows for differentiated instruction.		
<b>Strategy's Expected Result/Impact:</b> Increased student learning results		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		



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

**Evaluation Data Sources:** Student performance data

**Summative Evaluation:** None

<b>Strategy 1:</b> Plan and implement effective transitions for Pre-K and 5th to maintain academic learning and support the social-emotional learning of students.	
<b>Strategy's Expected Result/Impact:</b> Student readiness for subsequent grade levels	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6, 3.1	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Materials for parent information nights Title One School-wide \$850	
<b>Strategy 2:</b> Implement RTI process to identify and address the needs of struggling students as identified by district (Imagen Math/Imagen Reading, MAP/CIRCLE, district benchmarks) and campus assessments (Guided Reading/Math, campus developed assessments).	
<b>Strategy's Expected Result/Impact:</b> RTI minutes	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Provide services by Reading Specialists to priority students.

**Strategy's Expected Result/Impact:** Improved reading scores in campus , district assessments and state assessments (PK-2nd 75% of students reading on level as measured by the DRA and 75% of student 3rd-5th meet the "Approaches Level" on the STAAR.

**Staff Responsible for Monitoring:** Administration, Teachers

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**

**Strategy 4:** PLCs will focus on Data Driven Instruction (DDI) for the development of lesson plans and intervention plans.

**Strategy's Expected Result/Impact:** Improved student performance on campus and district assessments in both Math and Reading to 75%.

**Staff Responsible for Monitoring:** Administration, Instructional Specialists, and Teachers

**Title I Schoolwide Elements:** 2.5, 2.6

**Problem Statements:**

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Student Achievement 2  
Curriculum, Instruction, and Assessment 1  
School Context and Organization 1

**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

**Funding Sources:** None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Student Achievement**

**Problem Statement 3:** 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.

**Curriculum, Instruction, and Assessment**

**Problem Statement 3:** 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.

**School Context and Organization**

**Problem Statement 1:** 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.

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

**Evaluation Data Sources:** Lesson plans

**Summative Evaluation:** None

<b>Strategy 1:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> Increased student learning		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Supplemental assessments -DRA Title One School-wide \$1,000	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Provide one to one devices to all students (iPads/Chromebooks) to ensure access to Synchronous and Asynchronous instruction and provide college readiness.		
<b>Strategy's Expected Result/Impact:</b> Increased student learning		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None	<b>Summative</b>
		<b>May</b>

**Strategy 3:** Teachers will provide blended learning experiences on a daily basis to students.

<b>Strategy's Expected Result/Impact:</b> Students ability to fluidly transition from a synchronous to an asynchronous environment.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, Teachers	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

**Strategy 4:** Students will use multiple platforms (ex: Seesaw, Google Classroom, Stem-scopes, Imagen Learning/Math).





<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b> <b>Oct</b> <b>Jan</b> <b>Mar</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instruction Specialists	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**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

**Summative Evaluation:** None

<b>Strategy 1:</b> Staff will engage in professional learning about SEL research and practice.		
<b>Strategy's Expected Result/Impact:</b> Teacher and staff understanding of student's emotional needs and that way provide students differentiation according to their emotional needs.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrator, Teachers, Counselor		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Provide information to parents about campus focus for Social and Emotional Learning, including the framework for PBIS as part of the campus discipline plan.		
<b>Strategy's Expected Result/Impact:</b> Decrease of students referrals, parent awareness of the importance of Social/Emotional learning.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	SEL materials for parents Title One School-wide \$500	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

**Summative Evaluation:** None

<b>Strategy 1:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Positive school culture as measured by parent, staff, and student surveys.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
	<b>May</b>
<b>Strategy 2:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> 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.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Summative</b>
	<b>May</b>

**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.

<b>Strategy's Expected Result/Impact:</b> Provide a safe school environment for students and staff as measured by student/staff surveys.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 4:** Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

<b>Strategy's Expected Result/Impact:</b> Student's success with academic expectations.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 5:** Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

<b>Strategy's Expected Result/Impact:</b> Positive school culture as measured by discipline referrals and student surveys.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 6:** 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.

<b>Strategy's Expected Result/Impact:</b> Ensure a safe and bully free environment for students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>


**Strategy 7:** Burnet will develop a systems to disaggregate discipline data and monitor inequities.


<b>Strategy's Expected Result/Impact:</b> Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 8:** All students will be provided free breakfast and lunch.

<b>Strategy's Expected Result/Impact:</b> Students will have a nutritious meal that will ensure that their basic needs are being met.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and teachers.	
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







**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 31% in 2020 to 80% in 2021.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Teacher/Staff position report

**Summative Evaluation:** None

<b>Strategy 1:</b> Instructional Specialist will provide support to teachers in the DDI process, understanding of TEKS, lesson planning, classroom delivery of instruction and classroom management.	
<b>Strategy's Expected Result/Impact:</b> Student performance results	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration and Instructional Specialists	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Student Achievement 2 Curriculum, Instruction, and Assessment 1 School Context and Organization 1	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
<b>Student Achievement</b>	
<b>Problem Statement 3:</b> Lesson plans lacked the rigor needed to ensure that students were successful. <b>Root Cause:</b> PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 3:</b> Lesson plans lacked the rigor needed to ensure that students were successful. <b>Root Cause:</b> PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.	
<b>School Context and Organization</b>	
<b>Problem Statement 1:</b> Lesson plans lacked the rigor needed to ensure that students were successful. <b>Root Cause:</b> PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.	

**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

**Summative Evaluation:** None

<b>Strategy 1:</b> Administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.	
<b>Strategy's Expected Result/Impact:</b> Instruction that is rigorous and aligned to the TEKS as documented on the walk through data.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b>
	<b>May</b>
<b>Strategy 2:</b> Administrators and instructional coaches will attend RELAY training and implement strategies to support teachers.	
<b>Strategy's Expected Result/Impact:</b> Data driven instruction	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instruction Specialists	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	<b>May</b>

**Strategy 3:** Burnet will form partnerships with leading staff development consultants in order to provide a strong foundation for all teachers and staff.





<p><b>Strategy's Expected Result/Impact:</b> Lesson plans and instruction that demonstrate an alignment to the TEKS and differentiation according to the students' needs.</p>	<p><b>Formative</b></p>	
<p><b>Staff Responsible for Monitoring:</b> Administrators, instructional specialist</p>		<p><b>Oct</b></p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>		<p><b>Jan</b></p>
<p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<p><b>Mar</b></p>	
<p><b>Funding Sources:</b> Lead4forward, Region 18 Title One School-wide \$10,000</p>	<p><b>Summative</b></p>	
<p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p><b>May</b></p>	
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>		

**Goal 3:** ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD 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 4% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** MAP assessment data

**Summative Evaluation:** None





<b>Strategy 1:</b> Teacher will provide targeted reading support via small groups, individualized instruction, and computer-based resources.		
<b>Strategy's Expected Result/Impact:</b> Increased number of students that are reading on level from 50% to 80% as measured by the DRA and Imagen Math assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrator, Reading Specialist, Instructional Specialist, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	Reading A-Z Title One School-wide \$2,000	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Reading specialist will provide support to students and teachers in providing targeted reading support.		
<b>Strategy's Expected Result/Impact:</b> Increased student reading skills		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Reading Specialist, Administrators, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 2:** 3rd grade reading "Meets" percentages will increase from 15.85% (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR results





**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will provide targeted reading support via small groups, individualized instruction, and computer-based resources.	
<b>Strategy's Expected Result/Impact:</b> Increased student reading skills	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Reading Specialist, Instructional Specialists, Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Instructional Specialists and Reading specialist will provide support to students and teachers in providing targeted reading support.	
<b>Strategy's Expected Result/Impact:</b> Implementation of guided reading across all grade levels.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Specialist, Reading Specialist, Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** 3rd grade Math "Meets" percentages will increase from 10.98 % (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR Results

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will provide targeted support for math via small groups, individualized instruction, and computer-based resources.	
<b>Strategy's Expected Result/Impact:</b> Increased percentage of students on the "Meets Level" expectation on STAAR from 10.98% to 40%.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> Guided Math resources- manipulatives, assessments Title One School-wide \$1,000	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** The percentage of students that Met Standard on all subjects/grades tested will increase from 22% (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

**Summative Evaluation:** None

<b>Strategy 1:</b> Extended day learning opportunities will be provided for students struggling in one or more subjects.		
<b>Strategy's Expected Result/Impact:</b> 40% of students achieving the "Met" standard in the STAAR assessment.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Extra Duty pay for teachers Title One School-wide \$4,000	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Students will use writing in all content areas to improve their writing skills.		
<b>Strategy's Expected Result/Impact:</b> Increased student writing skills		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Student writing resources-foldables, Writer's Journal Title One School-wide \$1,500	<b>Summative</b>
		<b>May</b>

**Strategy 3:** Students will be provided with standard based Science instruction on a regular basis.

<b>Strategy's Expected Result/Impact:</b> Increased STAAR scores from 38% to 70%.		<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Teachers		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> Lever 5: Effective Instruction	Student ISN (Interactive Student Notebooks) Title One School-wide \$1,760	
 No Progress  Accomplished  Continue/Modify  Discontinue		







**Performance Objective 5:** The percentage of students meeting or exceeding the growth target will increase from 64% (2019 STAAR) to 75% as measured by the 2021 STAAR assessment.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Results

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will establish learning objectives for students to target skills for individual growth projection.		
<b>Strategy's Expected Result/Impact:</b> Increase in student growth targets as evident the district benchmarks and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Teachers, RTI team		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Supplemental student workbooks (print/electronic) - Motivation Math/Reading/Science Title One School-wide \$2,500	<b>Summative</b>
		<b>May</b>
<b>Strategy 2:</b> Parents will be educated in the accountability system and will be provided updates on the progress their child is doing towards meeting the objectives set by the state.		
<b>Strategy's Expected Result/Impact:</b> Students meeting the 'Met" expectation		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Counselor, Instructional Specialist, Teachers		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Materials for Parent Information Nights (Math, Reading, Science) Title One School-wide \$500	<b>Summative</b>
		<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 6:** Implement innovative instructional models which enable personalized learning for all students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**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

<b>Strategy's Expected Result/Impact:</b> Increased student performance	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialists, Reading Specialist, Teachers	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
	<b>May</b>

**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

<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>May</b>

**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

<b>Strategy's Expected Result/Impact:</b> Increased teacher capacity for Data-Driven Instruction		<b>Formative</b>  <b>Oct</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Administration		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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		\$2,000.00
3	3	1	Guided Math resources- manipulatives, assessments		\$1,000.00
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
3	5	1	Supplemental student workbooks (print/electronic) - Motivation Math/Reading/Science		\$2,500.00
3	5	2	Materials for Parent Information Nights (Math, Reading, Science)		\$500.00
<b>Sub-Total</b>					<b>\$25,610.00</b>
<b>Grand Total</b>					<b>\$25,610.00</b>

# 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