

Galveston Independent School District

Burnet

2019-2020 Campus Improvement Plan

Accountability Rating: D



Board Approval Date: September 18, 2019
Public Presentation Date: September 4, 2019

Mission Statement

The mission of Burnet Magnet School of Academic Excellence is to create an innovative learning community that instills an enthusiasm for learning and discovery in a nurturing and supportive environment.

Vision

Excellence in education for all students.

Value Statement

Burnet- Core Beliefs are:

- We believe all children can succeed when learning is nurtured and daily success is experienced.
- We believe families; the school and the community must work together to develop the total child.
- We believe in an inclusive learning environment must be based on actual experiences with full participation by the student. We believe in a creative and innovative approach to instruction.

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

Burnet received a "D" accountability rating score this past Spring 2019 on STAAR. Scores in Renaissance, TPRI and NSGRA improved throughout the year. Iowa scores in K-3rd were a concern based on Parent Framework Data compiled by district office. An analysis on Iowa test expectations will be shared with teachers so that teachers can cover all expected vocabulary and to teach students concepts needed to be successful. Targeted walkthorughs by leadership team will be conducted regularly and feedback given to teachers to improve instuctional delivery. Needed PD will be developed and provided in documented areas of needs based on walkththrough data and most recent Iowa data.

Student Academic Achievement Strengths

- *Students showed gains in Renaissance Assessments in Reading and Math from BOY to EOY.
- *Students showed gains in NSGRA Reasding Assessment from BOY to EOY.
- *CBA's and Benchamarks given in 2018-2019 showed gradual improvments.
- *Overall more students met the "Approaches Level" on STAAR Results.

School Processes & Programs

School Processes & Programs Summary

- Burnet follows the TEKS Resource System to help plan instruction and ensure all TEKS are taught in a timely and sequential manner.
- Implements Balanced Literacy Framework with the guidance of a Literacy Coach.
- HMH will be used this year to plan ELAR instruction.
- The District Math Coordinator will be invited to Burnet to help Analyze and Plan instruction based on Renaissance, CBA's and Benchmarks.
- Pre-K guides their instruction through the use of Frog Street Curriculum Center and STEM Learning Centers.
- Lead4ward/Learningforward Strategies are implemented to engage students in higher order thinking.
- Class Reduction Teachers will be hired to help provide focused in-school tutoring during the school day.
- CLL and CLF's will work alongside Literacy Coach and Curriculum Coordinator to help create Roadmaps to implement during CLC's.
- StemScopes will be used to help plan Math and science instruction.

School Processes & Programs Strengths

- Balanced Literacy Framework along with the use of small group instruction throughout the day is a strength at Burnet.
- Implementation of High Yield Strategies in Math has been successful at 3rd and 4th Grade.
- Pre-K and PPCD are strong programs at Burnet.

Perceptions

Perceptions Summary

All staff members are trained with CKH values. District guidelines and curriculum as well as district non-negotiables are implemented with fidelity. Burnet's CHAMP Core Values are: Be Responsible, Be Respectful and Be Safe.

Priority Problem Statements

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
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Burnet Elementary will achieve a rating of not less than "B" under the STAAR Accountability System.

Performance Objective 1: *70% percent of 3rd and 4th grade students will approach or exceed the grade level standard on STAAR Reading for 2019-2020 which will be an increase of 10% over the previous year.









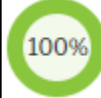

















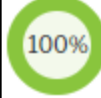
Evaluation Data Source(s) 1: STAAR performance.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Small-Group tutoring will be provided for students identified as needing assistance		Teachers, campus staff, Campus Learning Leader (CLL), Literacy Coach	Small group instruction logs/lesson plans, Tutoring Lesson Plans, Assessment data				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Incorporate Balanced Literacy Program in K-4 Classrooms		Teacher, CLL, and Literacy Coach	Assessment Data, Running Records, weekly Assessments				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Utilize HMH series as a supplement to TEKS Resource System (TRS)		Teachers, CLL, Literacy Coach	Lesson plans, student data assessment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Use BAS/NSGRA assessment system, Renaissance, and TPRI		Teachers, Reading Coach, Administrators, CLL	Assessment data, SLO Data and weekly assessment data				
Comprehensive Support Strategy Additional Targeted Support Strategy 5) After school tutoring to assist targeted students in 3rd and 4th through TORKids/21st Century or tutorials in the Spring for 3rd and 4th grade students.		Teachers, Administrators, CLL, Reading Coach, 21st Century	assessment data, lesson plans				
6) Provide Dyslexia Services for students identified with dyslexia.		Dyslexia staff	504 paperwork				
7) Provide parent training in effective reading strategies through a Parent Reading night and effective math strategies through a Parent Math Night		CLL, Teachers, Administrators, Literacy Coach	Sign-in sheets from Parent Reading Night				
8) PK will implement Frog Street Press Curriculum		Teachers, CLL	Student data records, assessment records				
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Use Reading A to Z with fidelity		Teacher, CLL, Administrators, CLF's	Reading A to Z reports, student data				
Comprehensive Support Strategy Additional Targeted Support Strategy 10) Use Mentoring Minds Supplemental materials in instruction.		Teachers, CLF, CLL	student data records				
11) Implement and utilize Math manipulative centers, small group math instruction, and Motivation Math		Teacher, CLL	lesson plans, walk-through observations				
Comprehensive Support Strategy 12) Implement and utilize software such as Prodigy, Dreambox, Raz Kids, Math STEMScopes, and Science STEMscopes		Teachers, CLL	Student data records from these programs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Encourage awareness of current affairs and local events		Teachers, CLL	lesson plans, walkthrough observations				
14) Integrate technology into the classroom on a daily basis.		Principal, teachers, CLL	lesson plans, software usage reports, walkthrough observations				
15) Utilize, iPads, Document Cameras and LCDs to illustrate TEKS and assignments		Administrators, CLL, Teachers	lesson plans, walkthrough observations				
Comprehensive Support Strategy Additional Targeted Support Strategy 16) Utilize STAAR and benchmark data from AWARE/Skyward to individualize instruction for students		Administrators, Teachers, Counselor, CLL, CLF	student data reports				
Comprehensive Support Strategy Additional Targeted Support Strategy 17) Follow TRS content-area guidelines in grades K-4 in order to ensure vertical and horizontal alignment		CLL, Team Leaders, Teacher, Administrators	lesson plans, assessment data, walkthrough observations				
Comprehensive Support Strategy Additional Targeted Support Strategy 18) Administer and analyze the revised District CBA assessments		CLL, CLF, Administrators, Teachers, Literacy Coach	CBA Scores, error analysis documentation, heat maps, STAAR scores				
Comprehensive Support Strategy 19) Administer and disaggregate NSGRA/ BAS		CLL, Teachers, Administrators, Literacy Coach	NSGRA/ BAS data and running records				
20) Integrate TEKS objectives at all grade levels and align with STAAR objectives		CLL, CLF, Administrators, Teachers	TTESS, lesson plans, walkthrough observations				
Comprehensive Support Strategy Additional Targeted Support Strategy 21) Utilize district curriculum calendars and TRS by grade level to meet STAAR needs in deficient area and plan for maintenance in other areas		Teachers, CLL,, Literacy Coach, Administrators	Team meeting sign-in, CLC sign-in				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
22) Evaluate progress toward goals periodically through classroom assignments, command grade level assessments and district benchmark testing		CLL, CLF, Administrators, Literacy Coach, Teachers	Aware data, STAAR data, grade level lesson plans and CLC sign in				
23) Instruction specific to the needs of the students as defined by STAAR and benchmark testing: tutorials, visually focused instruction, classic software, manipulatives and games		Administrators, Teachers, CLL, TorKids, 21st Century	Teacher grade book, intervention logs, student data scores				
Comprehensive Support Strategy 24) Implement Lead4ward and Learningforward initiatives		Administrators, CLL, CLF, Literacy Coach, Teachers	CLC log in, lesson plans, CLC Roadmaps				
Comprehensive Support Strategy 25) Prepare and organize materials for teachers and help develop intervention Groups for the Fall (Focus Goal 1)		CLL, Literacy Coach and Class Reduction Teachers, Turnaround Coach-PCP (Glenna Shields)	Review STAAR scores for current 4th grade students and CBA's for current 3rd grade students and determine common needs.				
Comprehensive Support Strategy Additional Targeted Support Strategy 26) Use bilingual dictionaries as an effective language acquisition strategy.		Bil/ESL teachers in 1st-4th, CLL, Assistant Principal and Principal	Lesson plans and walkthroughs				
Funding Sources: 263 - Title III - 0.00							
27) Attend HMH PD and incorporate small group suggested instruction		Administrators, Teachers, CLL, CLF's and Literacy Coach,	Use of Scholastic and HMH Classroom Libraries will improve overall academic success and allow students to be reading on-grade level by 3rd grade.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 28) Develop an instructional continuity plan for continued learning through on-line instruction due to COVID- 19.		Teachers and administrators					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 1: Burnet Elementary will achieve a rating of not less than "B" under the STAAR Accountability System.

Performance Objective 2: *75% of 3rd grade and 4th students will approach or exceed the grade level standard on STAAR Math which will be a 6% increase over the previous year.






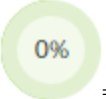

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Have class reduction specialists work with targeted students on specific skills to improve their academic performance.		Teachers, campus staff, CLL, Literacy Coach Class Reduction Specialists	Student data				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Identify and provide all LEP students and ESL program that develops proficiency in the reading, writing, listening and speaking domains of the English language		Administrators, LPAC Committee Team Leader, Teachers	Home Language Survey student assessment data				
Comprehensive Support Strategy 3) Provide in-school tutoring/small group instruction for at-risk students including special populations to improve performance Reading, Math, Science, Writing and Social Studies through small group instruction.		Teachers, CLL, Literacy Coach	Tutoring logs, intervention logs, student data				
4) Maintain an LPAC Committee consisting of Team Leader, Bilingual Teacher, General Education Teacher, Parent Member and Administrator		LPAC Committee Team Leader, Administrators	LPAC meeting minutes, data in CUM files				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Implement Sheltered Instruction Strategies to improve performance Reading, Math, Science, Writing and Social Studies		Teacher, CLL, Literacy Coach, Administrators	lesson plans, walkthrough observations				
6) Improve communications between parents and school by offering correspondence in both English and Spanish		Administrators	Copies of correspondence				
7) Measure English language proficiency in 4 domains: reading, writing, speaking, and listening of ESL, Bilingual and Parent Denial Students		Teacher, CLL, Administrators	TELPAS testing data				
8) Provide content-based instruction including the cross-curricular 2nd language acquisition knowledge and skills to improve performance Reading, Math, Science, Writing and Social Studies.		Teachers, CLL Administrators	lesson plans, ELPS objectives posted in classrooms, walkthrough observations				
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Disaggregate STAAR data to identify individual student's deficiencies in all sub groups (African American, Hispanic, White, Economic Disadvantaged, Special Education and English Language Learners) and formulate plan to address student deficiencies: analysis of scores in data meetings, grade level analysis of objectives-focused on finding and resolving deficient areas, implement instruction with regard to IEPs		Administrators, teachers, CLL, CLF, counselor, literacy coach/interventionist, class reduction teachers	AWARE Data, STAAR data, team meeting sign-in sheets, data conference notes.				
Comprehensive Support Strategy Additional Targeted Support Strategy 10) Provide targeted/focused instruction to identified group of students (African American, Hispanic, White, Economic Disadvantaged, Special Education and English Language Learners) to help improve their academic performance in Reading, Math, Science, Writing and Social Studies.		Class Reduction Teachers. Administrators, teachers, CLL, counselor, literacy/intervention coach	AWARE Data, STAAR data, team meeting sign-in sheets, data wall, data conference notes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 11) Provide Teachers with 7-Steps PD to improve language acquisition.		Administrators, CLL, District support center.	Sign-in sheets from PD and Walkthroughs				
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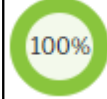









Goal 1: Burnet Elementary will achieve a rating of not less than "B" under the STAAR Accountability System.

Performance Objective 3: 70% of the Burnet 4th grade students will meet or exceed the STAAR grade level standards for Writing which will be an increase of 18% over the previous year.

Evaluation Data Source(s) 3: STAAR Performance

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide in-school tutoring/small group instruction for at-risk students including special populations to improve performance Writing through small group instruction.	2.4, 2.6, 3.1	Teachers, Administrators, CLL and CLF					
TEA Priorities Improve low-performing schools 2) Incorporate Self-Regulated Strategy Development Framework K-2nd	2.5	Teachers, Administrators, CLL's and CLF's					
3) Incorporate Empowering Writer's Curriculum in 3rd and 4th.	2.4, 2.5	Teachers, Administrators, CLL and CLF					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							








Goal 1: Burnet Elementary will achieve a rating of not less than "B" under the STAAR Accountability System.

Performance Objective 4: Burnet will conduct at least four parent and community engagement activities during the 2019-2020 school year.

Evaluation Data Source(s) 4: Sign-in sheets and or agenda

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold an Open House Event to introduce teachers, PTO, Folklorico Dance Team, TorKids/21st Century staff and expectations at Burnet.		Administrators and Teachers, TorKids Staff and 21st Century	Increased parental involvement.				
2) Continue partnership with Smart Family Literacy.		Administrators, Ms. Turner, Art Teacher, and Teachers	Increase literacy and parental and community engagement.				
3) Continue to work with PTO President to increase PTO participation.		FACE Coordinator, Principal, all professional staff at Burnet	Increase parental involvement.				
4) Hold a Math, Literacy and Science, and STREAM event.		CLL, Literacy Coach, Pre-K teachers, administrators and teachers.	Increase parental involvement.				
5) Support GEF initiatives that engage community and help strengthen partnerships by participating in "Out to Eat for Education, grant writing workshops, and Fall and Spring Fundraiser Events.		All Staff	Strong relationship with GEF				
6) Continue to grow Watch Dog Program created last school year.		Counselor, FACE Coordinator, Teachers, and Administrators	Increase male role models /support for students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Hold Pre-K family engagement events throughout the year during the day. (4 events will be held)		Pre-K teachers and staff, Administrators, and CLL.	Improve parental engagement and school/parent partnership.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Burnet Elementary will provide effective teachers, staff and Administrators to educate the students enrolled at Burnet.








Performance Objective 1: Meet all performance requirements on STAAR Accountability for 2019-2020 by targeting student skill sets and promote 10% more students to Master STAAR in mathematics.

Evaluation Data Source(s) 1: STAAR Performance Report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Utilization of campus literacy library and continued expansion of library		Team Leaders, CLL Administrators, Literacy Coach	review check-out logs; small group lesson plans, Scholastic Feedback form implementation visits				
Comprehensive Support Strategy 2) BAS/NSGRA results, Renaissance and RTI program implementation to identify and assist struggling readers		RTI Coordinator, CLL, Administrators, IAT	Screening results, RTI and IAT documentation				
Comprehensive Support Strategy 3) Hold data meetings every 6 to 8 weeks to monitor student's academic progress		Teacher, Administrator, CLL and Counselor	Student data sheets, intervention plans				
Comprehensive Support Strategy 4) Use STREAM lab kits and TRS curriculum through project-based learning		Teacher, CLL	Lesson plans, walkthrough observations				
5) Science Fair will be part of the curriculum in the Spring semester with a culminating Science/PTO night		Teachers, CLL, CLF, Administrators	Student Participation Records, Parent sign-in logs				
Comprehensive Support Strategy 6) Implement Project-Based Assessments by Lead4ward		Teachers, CLL, Administrators	Student Data Records, lesson plans, walkthrough observations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 7) Provide eligible ELLs with linguistic accommodations that help them better understand the language used on state academic skill assessments		Teachers, Administrators, CLL	LPAC meeting notes, data conference notes, student test data				
8) Implementation of Imagine Learning software to assist ELLs		Teachers, Administrators	Student data logs				
Comprehensive Support Strategy 9) Provide support to teachers to ensure all needed testing accommodations are routinely incorporated into the students' regular instruction		Director of Special Education, Special Education staff, Administrators	Walkthrough observations, ARD paperwork				
Comprehensive Support Strategy 10) Closely monitor scores on benchmarks and identify weak/strong areas as they equate to STAAR tests. Plan re-teaching accordingly		Special Education staff, teachers, Administrators, Counselor, CLL, Literacy Coach	student assessment data				
Comprehensive Support Strategy 11) Hold RTI meetings of failing and at-risk students		Administrators, Counselor, CLL, Literacy Coach, teacher	Failure reports, parent conference sign-in sheets, RTI meeting documentation				
Comprehensive Support Strategy 12) Hold weekly Math and ELAR PLC meetings to assist with planning and understanding TEKS.		Administrators, CLL, Literacy Coach, Teacher	CLC notes, lesson plans, data from local and state assessments				
Comprehensive Support Strategy 13) Third and Fourth Grade Teacher will be trained to follow strategic Writing Plan.		District Literacy Coordinator, CLL, Literacy Coach, Administrators	Walkthroughs, Lesson plans, local and state assessment results				
Comprehensive Support Strategy 14) Incorporate Empowering Writers Writing and SRSD Process to improve writing.		Fourth Grade Teachers, Literacy Coach, CLL	Improve Writing Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy 15) Incorporate SRSD and HMH suggested Writing Plan into ELAR instruction.		Teachers, Administrators, CLL, CLF, Literacy Coach	Improved writing across curriculum and student mastery in 4th grade STAAR Assessment.				
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Goal 2: Burnet Elementary will provide effective teachers, staff and Administrators to educate the students enrolled at Burnet.

Performance Objective 2: All teachers at Burnet will be ESL and GT certified. All teachers will be required to have a minimum of 12 professional development hours for 2019-2020 school year.

Evaluation Data Source(s) 2: Teacher CPE Forms

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff developments such as TRS, Project-Based Learning, Balanced Literacy		Team Leaders, Administrators, CLL	Teacher's professional development certificates				
2) Implement sustainability options including training of use of literacy library, math manipulatives, science manipulatives, technology, and continued professional development in balanced literacy components and implementation as well as software		Team Leaders, CLL, Administrators, LiteracyCoach	Check out logs, professional development sign-in sheets				
3) Recruit and retain highly qualified ESL Staff		Administrators	Position posting				
4) Provide staff development of all teachers in technology incorporation in the classrooms		Administrators, CLL, Technology teacher	staff development sign-in sheets				
5) Provide staff development for teachers in special services, as needed		Administrators	staff development sign-in sheets				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Burnet Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 1: Increase overall attendance rate from 93% to 94% for all students. Continue to implement Capturing Kids Hearts school-wide.

Evaluation Data Source(s) 1: Monitor attendance weekly. Work with attendance officer and follow district attendance plan being implemented. Use Decision ED to monitor attendance rate.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a school-wide perfect attendance recognition plan with incentives such as attendance rewards, and recognition at student assemblies		Administrators, Teachers	copy of newsletters, award assembly log, teacher logs				
2) Identify students with excessive absences and address issues in a timely manner		Administrators, Teacher, Attendance Clerk, Attendance Officer	Daily attendance rosters, 6 week attendance list, list of exempt students				
3) Legal action may be taken against parents that fail to bring students to school excessively		Administrators, Counselor, Social Worker, Teacher, District Attendance Officer	Court documentation, increased attendance				
4) Hold a "Fall Festival" to showcase student work and build community.		PTO, Administrators, teachers	sign-in sheets, pictures				
5) Hold a "Meet the Teacher" and "Open House" reception for students and parents.		Administrators, Teachers	Sign-In Sheets				
6) Implement new STREAM Magnet Theme while maintaining college focus of original Magnet Grant.		Administrators, Teachers	pictures, observations				








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Utilize Burnet web page, facebook, intagram, Class Dojo to inform parents, community and school marquee.		Technology teacher, administrators, CCL	observations, Facebook "likes", social media				
8) Add student organizations for student participation: -Garden Club -Spirit Club./Folklorico Dance Team _TorKids program -Student Council -After school tutorials -Boys and Girls Club -TorKids_ -21st Century -CHESS club _		Administrators, Teachers, TorKids and 21st century	Agendas, sign-in logs, scheduled activities				
9) Improve student compliance, etiquette and discipline on campus: Capturing Kids' Hearts, Harry Wong system, CHAMPS, SEL, ISS, Conscious Discipline, and dress code compliance.		All staff	observations				
10) Improve the motivation of all students to become excellent learners with 9 week academic excellence assemblies and shows for well-behaved classes		Administrators, Counseor	Assembly agendas				
11) Designated "No Place for Hate" campus to help put a stop to bullying and create awareness.		All staff and coordinated by Mr. Blake	Assembly agendas				
12) Use Class Dojo to communicate school events and class events to parents.		CLL and Teachers	Increase and Improve communication with parents.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Burnet Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 2: Increase teacher and staff attendance to 90% for the 2019-2020.

Evaluation Data Source(s) 2: Review Sub-calling Finder Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Educate students, parents, faculty and staff about healthy physical lifestyle habits with the purpose of reducing obesity and promoting life-long fitness		Director of Athletics, Child Nutrition, Student Services, Employee Benefits and Administrators, SHAC Committee	sign-in sheets for presentations				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Burnet Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 3: Help 90% of our homeless population by providing services targeted to help ensure their success in reading and mathematics

Evaluation Data Source(s) 3: Monitor Homeless Report and provide them needed educational resources for academic success.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Providing access for 4 year olds to attend all day PreK program		District Administration, School Administration, Pre-K	enrollment counts for Pre-K				
2) Providing special education services, as needed		School administrators, Special Education Staff, Diagnostician	ARD paperwork, IEPs				
Comprehensive Support Strategy 3) Providing bilingual/ESL services to LEP students		District Bilingual/ESL Staff, School administrators, LPAC committee	LPAC documentation, TELPAS results				
4) Providing free breakfast to every student in the classroom, as well as offering free lunch.		Teachers, Registrars, Campus administrators, Child Nutrition staff	Breakfast rosters and Child Nutrition Records				
5) Provide Gifted and Talented Services to eligible students		G/T coordinator, School Administrators, G/T teachers	Projects, Gradebook				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 6) Providing Response to Intervention (RtI) services for struggling students		Counselor, School Administrators, Teachers, CLL and Reading Coach	Tutoring Logs, Intervention Logs				
7) Recruiting students to our campus as part of the GISD school of choice initiative.		Registrars, Campus Administration	Enrollment counts				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Burnet Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 4: Help 90% of our Foster Care population by providing services targeted to help ensure their success in reading and mathematics.

Evaluation Data Source(s) 4: Review student enrollment information and identify those students to ensure they receive any educational resources to help their academic and social emotional development.







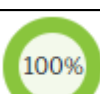
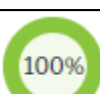
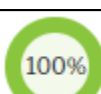




Summative Evaluation 4:

Goal 3: Burnet Elementary expects students to be respectful, responsible and attend school regularly.

Performance Objective 5: Burnet will reduce the number of discipline referrals by 5% in 2019-2020

Evaluation Data Source(s) 5: Skyward Discipline Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement CHAMPS strategies		Administrators, Teachers, all Burnet Staff	Decrease student discipline that will improve academic success and attendance rate.				
2) Train teachers with SEL effective model that will lead to more positive school and class culture with use of Second Step SEL Curriculum.		Administrators, counselor, teachers	Successful well rounded students.				
3) Work with District Family Engagement Coordinator to implement Watch D.O.G.S program to assist with mentoring students experiencing social and academic difficulty.		District FACE coordinator, Administrators and counselors	Improve academic and social success				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Burnet Elementary will seek creative solutions to the financial pressures being faced by our district.

Performance Objective 1: Stay within budget with all accounts.

Evaluation Data Source(s) 1: Budget Summary

Summative Evaluation 1:

Goal 4: Burnet Elementary will seek creative solutions to the financial pressures being faced by our district.

Performance Objective 2: Empower and grow school leaders to continue to carry out district initiatives such as Balanced Literacy, increased independent reading and writing and implement daily problem solving in Math.

Evaluation Data Source(s) 2: PD Agendas

Summative Evaluation 2:

Goal 5: One-hundred percent of our K-4th grade students will receive STREAM Themed Instruction.

Performance Objective 1: Magnet Coordinator will work with CLL to implement Magnet Goals.

Evaluation Data Source(s) 1: PD agendas and walkthrough data.

Summative Evaluation 1:

Goal 5: One-hundred percent of our K-4th grade students will receive STREAM Themed Instruction.

Performance Objective 2: Place Magnet Supply order to meet technology expectation listed on Magnet Grant.

Evaluation Data Source(s) 2: Requests and Walkthroughs

Summative Evaluation 2:

Goal 5: One-hundred percent of our K-4th grade students will receive STREAM Themed Instruction.

Performance Objective 3: Create space for STREAM Lab. Order all materials and place STREAM LAB in Rotation for K-4th students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 6: Increase number of 4th graders applying to Austin Middle School based on acquired knowledge in STEM due to Magnet STREAM Lab and newly acquired experiences made possible through Magnet Grant.

Performance Objective 1: Expose students in third and fourth grade to STREAM Curriculum provided by PITSCO through the STREAM Lab.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: Increase number of 4th graders applying to Austin Middle School based on acquired knowledge in STEM due to Magnet STREAM Lab and newly acquired experiences made possible through Magnet Grant.

Performance Objective 2: Teachers in K-4 will incorporate STEMScopes Science curriculum in their weekly lessons.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Small-Group tutoring will be provided for students identified as needing assistance
1	1	2	Incorporate Balanced Literacy Program in K-4 Classrooms
1	1	3	Utilize HMH series as a supplement to TEKS Resource System (TRS)
1	1	4	Use BAS/NSGRA assessment system, Renaissance, and TPRI
1	1	5	After school tutoring to assist targeted students in 3rd and 4th through TORKids/21st Century or tutorials in the Spring for 3rd and 4th grade students.
1	1	9	Use Reading A to Z with fidelity
1	1	10	Use Mentoring Minds Supplemental materials in instruction.
1	1	12	Implement and utilize software such as Prodigy, Dreambox, Raz Kids, Math STEMscopes, and Science STEMscopes
1	1	16	Utilize STAAR and benchmark data from AWARE/Skyward to individualize instruction for students
1	1	17	Follow TRS content-area guidelines in grades K-4 in order to ensure vertical and horizontal alignment
1	1	18	Administer and analyze the revised District CBA assessments
1	1	19	Administer and disaggregate NSGRA/ BAS
1	1	21	Utilize district curriculum calendars and TRS by grade level to meet STAAR needs in deficient area and plan for maintenance in other areas
1	1	24	Implement Lead4ward and Learningforward initiatives
1	1	25	Prepare and organize materials for teachers and help develop intervention Groups for the Fall (Focus Goal 1)
1	1	26	Use bilingual dictionaries as an effective language acquisition strategy.
1	1	28	Develop an instructional continuity plan for continued learning through on-line instruction due to COVID- 19.
1	2	1	Have class reduction specialists work with targeted students on specific skills to improve their academic performance.
1	2	2	Identify and provide all LEP students and ESL program that develops proficiency in the reading, writing, listening and speaking domains of the English language

Goal	Objective	Strategy	Description
1	2	3	Provide in-school tutoring/small group instruction for at-risk students including special populations to improve performance Reading, Math, Science, Writing and Social Studies through small group instruction.
1	2	9	Disaggregate STAAR data to identify individual student's deficiencies in all sub groups (African American, Hispanic, White, Economic Disadvantaged, Special Education and English Language Learners) and formulate plan to address student deficiencies: analysis of scores in data meetings, grade level analysis of objectives-focused on finding and resolving deficient areas, implement instruction with regard to IEPs
1	2	10	Provide targeted/focused instruction to identified group of students (African American, Hispanic, White, Economic Disadvantaged, Special Education and English Language Learners) to help improve their academic performance in Reading, Math, Science, Writing and Social Studies.
1	2	11	Provide Teachers with 7-Steps PD to improve language acquisition.
2	1	1	Utilization of campus literacy library and continued expansion of library
2	1	2	BAS/NSGRA results, Renaissance and RTI program implementation to identify and assist struggling readers
2	1	3	Hold data meetings every 6 to 8 weeks to monitor student's academic progress
2	1	4	Use STREAM lab kits and TRS curriculum through project-based learning
2	1	6	Implement Project-Based Assessments by Lead4ward
2	1	7	Provide eligible ELLs with linguistic accommodations that help them better understand the language used on state academic skill assessments
2	1	9	Provide support to teachers to ensure all needed testing accommodations are routinely incorporated into the students' regular instruction
2	1	10	Closely monitor scores on benchmarks and identify weak/strong areas as they equate to STAAR tests. Plan re-teaching accordingly
2	1	11	Hold RTI meetings of failing and at-risk students
2	1	12	Hold weekly Math and ELAR PLC meetings to assist with planning and understanding TEKS.
2	1	13	Third and Fourth Grade Teacher will be trained to follow strategic Writing Plan.
2	1	14	Incorporate Empowering Writers Writing and SRSD Process to improve writing.
3	3	3	Providing bilingual/ESL services to LEP students
3	3	6	Providing Response to Intervention (RtI) services for struggling students

State Compensatory

Personnel for Burnet:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Geissler	Literacy Coach		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Wildey	Full Time nurse		
Jennifer Geissler	Literacy Coach/Interventionist	ELAR	100%

Campus Funding Summary

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	26	bilingual budget		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00