Ector County Independent School District
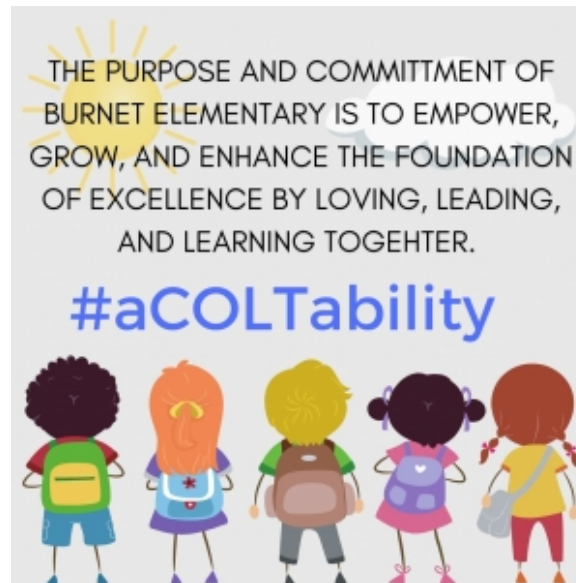
Burnet Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

THE PURPOSE AND COMMITTMENT OF BURNET ELEMENTARY IS TO EMPOWER, GROW, AND ENHANCE THE FOUNDATION OF EXCELLENCE BY LOVING, LEADING, AND LEARNING TOGEHTER.

#aCOLTability

Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence by loving, leading, and learning together.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Burnet's student population has decreased and currently has 390 students enrolled in 2022-23. For 2021-22 the enrollment was 476.

Burnet's Special Education population has increased to 38 student which is (10%) of the population. Burnet will continue to provide interventions through RTI to fill gaps and improve the identification of student need for services.

Burnet's Economic Disadvantaged Population increased to 72% in 21-22.

068901104 - Burnet EL	356	580	61.3793	367	559	65.653	354	546	64.8352	366	516

The majority of the students for the 2021-2022 school year was Hispanic 68%, followed by 22 % White, 5% Black 6% all other races. The male population was 5% more than the female populationn.

Student Mobility:

Burnet's mobility rate is below for 2021-2022.

52	381	13.65%

Demographics Strengths

Attendance and enrollment has decreased from 21/22 to 22/23. Our highest ethnic group enrolled is our Hispanic students which correlate with the general population of Odessa. When monitoring, 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. The attendance rate for Burnet in 21/22 was 90.2 which is a concern and campus area of need for improvement.

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

academically and emotionally to ensure their success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is lower than the state and the district at 90.2%. **Root Cause:** Low student engagement lesson development, lack of relationships and positive school culture, and parent communication.

Problem Statement 2: The percentage of students requiring intervention and specialized instruction are impacting the campus in instruction and behavior. **Root Cause:** Inconsistent staff retention and expectations, poorly managed resources and funding, low academic expectations.

Student Achievement

Student Achievement Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
BURNET EL (068901104) - ECTOR COUNTY ISD - ECTOR COUNTY
✳ Confidential ✳

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		70	C
STAAR Performance	41	70	
College, Career and Military Readiness			
Graduation Rate			
School Progress		93	A
Academic Growth	88	93	A
Relative Performance (Eco Dis: 71.7%)	41	72	C
Closing the Gaps	64	74	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

✗ ELA/Reading

✗ Mathematics

✗ Mathematics

✗ Science

Not Eligible Social Studies

✓ Comparative Academic Growth

✗ Postsecondary Readiness

✗ Comparative Closing the Gaps

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 63% of students are reading below grade level. **Root Cause:** Inconsistent curriculum planning and low student expectations.

Problem Statement 2 (Prioritized): Tier 1 instruction is low rigor and student expectations of the TEKS are not monitored. **Root Cause:** NWEA map data was not prioritized

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

Problem Statement 4: STAAR Reading scores on the "Approaches Grade Level" were at 43% and only at 15% on the "Meets Grade Level." Burnet's Goal was 44% on the "Meets Grade Level." **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

School Culture and Climate

School Culture and Climate 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 processes and procedures that will allow the school system to function more effectively.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 28% of the students had 10 absences or more. **Root Cause:** Lack of staff connections and parent communication.

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.

Staff Quality, Recruitment, and Retention Strengths

Burnet has 3 experienced MCLs 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 1: 46 % of teachers with no or limited experience. **Root Cause:** High turnover of teachers and lack of certified candidates.

Parent and Community Engagement

Parent and Community Engagement Summary

Burnet offered several opportunities during the school year for parents and community members to be involved in students' learning. During the 22-23 school year, Parenting Partners will be utilized to build a sense of parenting support and rolled out as a pilot program at Burnet.

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 SchoolStatus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Positive parental involvement is not supported and encouraged. Trust with a new staff is being developed. **Root Cause:** Staff retention rate and a misaligned campus focus for parental involvement.

School Context and Organization

School Context and Organization Summary

School Context and Organization Strengths

The master schedule has been redesigned to facilitate teachers and staffs ability to communicate and learn from each other through grade level meetings, PLC meetings, and other meetings. Burnet's instructional day has been extended by 1 hour to provide an additional intervention time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Tier 1 instruction is low rigor and student expectations of the TEKS are not monitored. **Root Cause:** NWEA map data was not prioritized

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

Technology

Technology Summary

Burnet has become a 1:1 device campus fulfilling the district's technology strategic plan.

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): 63% of students are reading below grade level. **Root Cause:** Inconsistent curriculum planning and low student expectations.

Problem Statement 2 (Prioritized): Technology is not always used as a tool for differentiation and individualized learning. **Root Cause:** Teachers need additional training on the different platforms and asynchronous resources in order to utilize technology effectively.

Priority Problem Statements

Problem Statement 1: Tier 1 instruction is low rigor and student expectations of the TEKS are not monitored.

Root Cause 1: NWEA map data was not prioritized

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

Problem Statement 2: 63% of students are reading below grade level.

Root Cause 2: Inconsistent curriculum planning and low student expectations.

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

Problem Statement 4: Inconsistency with PLC and grade level meetings

Root Cause 4: Lack of written plan and expectations.

Problem Statement 4 Areas: School Context and Organization

Problem Statement 5: Technology is not always used as a tool for differentiation and individualized learning.

Root Cause 5: Teachers need additional training on the different platforms and asynchronous resources in order to utilize technology effectively.

Problem Statement 5 Areas: Technology

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- 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

- 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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: The school-wide percentage of students meeting or exceeding their end-of-year RIT MAP Reading score will increase from 46%-56%.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Walkthroughs, PLC minutes, Benchmark data, NWEA MAP

Strategy 1 Details			Reviews		
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin Teachers					
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 2 Details	Reviews			
Strategy 2: Communicate the importance of school attendance to parents via School Status, social media (Facebook, Class Dojo, Twitter), and verbal/written communication.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase attendance **Staff Responsible for Monitoring:** Administration, Counselor, Teachers, and Attendance Clerk **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Develop an attendance incentive plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administration, Counselors, Teachers and Attendance Clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Establish an accountability structure for non-compliance of attendance policy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, and Attendance Clerk. **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
Strategy 5: Burnet will hire a part-time parent liaison to help educate parents on the importance of students attending school.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase attendance to 97% **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Part-time Parent Liaison - Title One School-wide - $16,000				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: The percentage of students achieving the Meets standard in grades 3-5 will increase from 44% to 53% as measured by the 2023 STAAR Reading assessment.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Walkthroughs, PLC minutes, Benchmark data, STAAR 2023

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: MCLs Admin				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive school culture as measured by discipline referrals and student surveys.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administration, counselors, teachers				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Burnet will develop a systems to disaggregate discipline data and monitor inequities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: Rigorous instruction and student accountability will be planned and executed using the ECISD Instructional Frameworks and approved resources to increase STAAR Math in 3rd-5th grade from 35% Meets to 60% Meets in 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Classroom observations to measure alignment and rigor and percentage of students on task.

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly classroom walkthroughs using "The Get Better Faster" scope and sequence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student on task behavior.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administration				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Provide real time coaching to teachers that have below 95% student on task.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased students on task, improved student scores on student assessments (MAP, SCA's, STAAR)	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators and MCLs				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of kindergarten students meeting the growth standard on Reading MAP will increase from 46%-50%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of first grade students meeting the growth standard on Reading MAP will increase from 65% to 70%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: MAP

Strategy 1 Details		Reviews			
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 2 Details		Reviews			
Strategy 2: First grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of second grade students meeting the growth standard on Reading MAP will increase from 57% to 65%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Strategy 1 Details	Reviews			
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of third grade students meeting the growth standard on Reading MAP will increase from 74% to 82%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Strategy 1 Details	Reviews			
Strategy 1: Burnet will hold Professional Learning Communities where the grade level team implements the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment **Staff Responsible for Monitoring:** Leadership Team, Teacher **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Third grade students will be provided with high quality lessons during Tier 1 whole group instruction time and during small group instruction. MCLs will model lessons and coach teachers in First grade.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by Istation and MAP **Staff Responsible for Monitoring:** Admin MCLs Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: Panorama data in the area of School Connectedness will increase from 45%, in grades 3-5, to 80%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver weekly 7 mindsets lessons to students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase School Connectedness	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers and Counselor				
ESF Levers: Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Burnet will implement the House System in all grade levels K-5th to foster a strong and positive school climate and culture.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase School Connectedness	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Teachers				
ESF Levers: Lever 3: Positive School Culture				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategy per week during the 2022-23 school year.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Walkthroughs for AVID Specific evidence and PLC notes and feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve AVID knowledge and understanding. Improve AVID implementation.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principal Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Campus sense of belonging will increase from 52% to 80% according to Panorama staff data from the fall to spring of 2022-2023.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Survey data, documented evidence in PLCs agendas and coaching and mentoring documentation

Strategy 1 Details	Reviews			

Strategy 1: Implement restorative practices that can help each student feel comfortable, safe, and connected as a member of the classroom community.
    Strategy's Expected Result/Impact: Increase in sense of belonging
    Staff Responsible for Monitoring: Counselor
 	
    ESF Levers:
    Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			

Strategy 2: Implement activities that prompt students to reflect on where they come from and how their home lives impact their classroom experience. Moreover, this exercise encourages students to recognize and respect where their peers come from.
    Strategy's Expected Result/Impact: Increase in sense of belonging
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    ESF Levers:
    Lever 3: Positive School Culture
	Formative			**Summative**

	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Campus Funding Summary

			Title One School-wide		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Part-time Parent Liaison		$16,000.00
				Sub-Total	$16,000.00