Midland Independent School District

Burnet Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Burnet Elementary will work collaboratively with all stakeholders to provide a safe, challenging, nurturing and innovative environment that will inspire, empower and unite our students as a community of learners in their pursuit of excellence.

Vision

Inspiring Excellence…Every Student, Every Day, Every Way

Motto

"Our Journey of Excellence: Because Every Child Matters"

CORE VALUES:

P - Perseverance

R - Respectful

I - Integrity

D - Dignity

E - Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burnet Elementary is a 66 year old, Title 1 elementary campus located in the southwest section of Midland. The campus serves approximately 582 students in grades prekindergarten through sixth including bilingual classes in grades PK - 4th. Burnet's demographics include: 91.41% Hispanic, 4.98% White, 1.89% African American, .86% Asian and .86% Two or More Races. Burnet Elementary ended the year at 81.03% economically disadvantaged, an increase from 78.52% at October's snapshot date.

The student population consists of students that live in the Burnet neighborhood as well as a significant number of students who live in rural areas that ride a bus to and from school. Our community consist of working families in the oil industry including single dads and singles moms/grandparents. This past school year 2023-2024, Burnet enrolled an estimated 150 bilingual students from Yarbrough and Scharbauer Elementary. This coming school, Burnet will enroll students from zoned boundaries as well as Yarbrough bilingual students. Bilingual classes make up the majority of population with 57.39 classified as Emergent Bilingual. Burnet Elementary student groups include 57.39% Emergent Bilingual, 40.55% Bilingual, 13.23% Special Education, .52% Gifted and Talented, At-Risk 76.63% and Homeless 1.55%. Females make up 49.48% and males make up 50.52% of the student population.

Specialized classes include two Life Skills classrooms for students in kindergarten through sixth grades. We also serve students with two pre-kindergarten classes; one for bilingual learners and one general monolingual class. Burnet Elementary is an Opportunity Culture campus. Burnet's Opportunity Culture includes a 5th grade ELAR MCL and a 4th grade Math MCL and 2 RA's. In addition to a campus library, Burnet has a Ben Carson Reading Room. This allows both students and parents/families the opportunity to visit the reading room and enjoy reading for pleasure in a comfortable and flexible environment.

At Burnet Elementary our class sizes average below the district norms which helps build a positive learning environment with low discipline referrals. Attendance is closely monitored through the RaaWee system and close communication with parents to provide support. Systems and positive incentives were established helped improve Burnet's attendance rate from 91.57% in 2023 to 92.61% in 2024. Systems that were put into place to help our attendance rate are: having the clerk, parent liaison and/or administration call parent daily if their child was absent, having one-on-one meetings with parents and counselor to communicate and assist with chronic absenteeism, establishing an incentive six weeks Cougar Paw Party to celebrate students who have been in school and PTA providing prizes for students who meet weekly attendance goal.

Our school-wide Title 1 program consists of parental involvement activities, after school tutorials, professional development and programs such as ILead Parent Engagement and the opening of the Ben Carson reading room.

The PTA has been reestablished and has recruited several members and officers to assist with campus activities. Counselor has also partnered with a local stakeholders to establish and implement the "Young Gentlemen and Young Women's Club" for 4th-6th grade students. Students meet with the organization once a week. Burnet has a diverse population that is a community based neighborhood school. Burnet Elementary has established relationships/partnerships with local businesses, Community National Bank, HEB, and First United Methodist Church has partnered with Burnet Elementary.

Burnet Elementary has 56 professional staff with 32 teaching staff (20 certified teachers, 5 District of Innovation, and 7 Classroom Instructional Facilitators) - . Staff at Burnet Elementary include: 1 Fine Arts teacher, 1 PE teacher, 1 Special Education Resource Teacher, 1 district dyslexia teacher, 1 district diagnostician, 1 district speech teacher, 2 media specialists, 9 paraprofessionals, 3 Reach Associate's, 1 Principal, 1 Assistant Principal, 1 Counselor, 1 Math Math Strategist, 1 Instructional Strategist, 1 Parent Liaison, 1 secretary and 1 clerk.

Burnet Elementary Leadership's Team includes: Principal, Assistant Principal, Counselor, Community Member, Parent, Instructional Strategist, Math Strategist, Multi-Classroom Leaders (MCL's). Burnet stakeholders contribute to the development of the improvement plan through the completion of district wide and campus school quality surveys that inform decisions made for improvement. Quarterly meetings are held with committee members to discuss areas of improvement and to celebrate successes.

School Population (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Student Total	**582**	**100%**
Early Education Grade	1	0.17%
Pre-Kindergarten Grade	43	7.39%
Kindergarten Grade	86	14.78%
1st Grade	80	13.75%
2nd Grade	83	14.26%
3rd Grade	69	11.86%
4th Grade	81	13.92%
5th Grade	80	13.75%
6th Grade	59	10.14%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 05/08/2024)	Count	Percent
Gender		
Female	288	49.48%
Male	294	50.52%
Ethnicity		
Hispanic-Latino	532	91.41%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	5	0.86%
Black - African American	11	1.89%
Native Hawaiian - Pacific Islander	0	0.00%
White	29	4.98%
Two-or-More	5	0.86%

Demographics Strengths

- Economic Disadvantaged performed higher in 3rd-6th STAAR, with the exception in the following grade levels: 3rd Reading Bilingual, 4th Bilingual Math and Reading and 5th Math, Reading and Science.
- Bilingual classes performed higher than general English classes in STAAR Reading and Math with the exception of 4th Reading Bilingual.
- The majority of our students live in the country and use bus transportation to and from school making it difficult to attend after school tutorials.
- Classroom and campus incentives for attendance.
- Campus Math and Instructional Strategist/Specialists provide training and support to teachers in best practices, lesson planning and lesson delivery.

	3rd STAAR Math	3rd STAAR Math Bilingual	3rd STAAR Reading	3rd STAAR Reading Bilingual	4th STAAR Math	4th STAAR Math Bilingual	4th STAAR Reading	4th STAAR Reading Bilingual	5th STAAR Math	5th STAAR Reading	5th STAAR Science	6th STAAR Math	6th STAAR Reading
General Population	42.06%	44.18%	35.88%	42.31%	42.80%	45.73%	43.21%	41.61%	51%	46.46%	39.72%	50.02%	40.87%
Eco. Dis. - 78.52	44.86%	44.65%	37.68%	42.08%	43.85%	46.14%	44.18%	41.41%	50.13%	45.23%	38.51%	51.22%	41.20%
Emergent Bilingual - 57.39%	43.78%	44.18%	33.65%	42.31%	45.50%	45.73%	34.74%	41.61%	52.68%	45.67%	37.90%	49.82%	37.43%

	3rd STAAR Math	3rd STAAR Math Bilingual	3rd STAAR Reading	3rd STAAR Reading Bilingual	4th STAAR Math	4th STAAR Math Bilingual	4th STAAR Reading	4th STAAR Reading Bilingual	5th STAAR Math	5th STAAR Reading	5th STAAR Science	6th STAAR Math	6th STAAR Reading
SPED - 13.23%	27.36%	33.11%	24.18%	25.77%	33.54%	33.75%	30.93	29.81%	51.79%	39.66%	39.00%	30.23%	36.31%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): On average, special education students fall behind general education students on STAAR tested areas. **Root Cause:** Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Problem Statement 2: Attendance has improved, but continues to be below district goal of 96%. **Root Cause:** Lack of information provided to parents regarding the importance of being at school. Need to provide incentives for student attendance that includes family incentives/celebrations/prizes for students, staff and families.

Student Learning

Student Learning Summary

Student achievement /progress on NWEA MAP and state assessments has improved from the 2022-2023 school year.

Below is the comparison between 2022-2023 and 2023-2024 school year.

BURNET ELEMENTARY

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	74	141.6	11.0	65	158.6	13.0	61	17	1.0	17.2	-0.11	46	74	39	53	48
1	71	156.2	10.2	26	170.7	11.5	18	15	0.9	16.5	-0.78	22	71	31	44	38
2	74	165.7	15.8	5	180.6	16.5	8	15	1.3	14.3	0.25	60	74	34	46	38
3	56	176.3	14.6	2	194.4	16.7	16	18	1.3	12.0	2.88	99	56	39	70	71
4	75	190.5	15.2	9	203.4	15.5	17	13	1.1	10.4	1.26	90	75	42	56	56
5	67	203.4	18.6	22	214.1	17.8	29	11	0.9	9.1	0.70	76	67	37	55	52
6	52	207.5	14.5	18	218.3	17.8	30	11	1.1	7.7	1.40	92	52	36	69	67

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	61	140.0	9.2	53	158.1	13.2	58	18	1.4	17.5	0.28	61	61	36	59	51
1	61	152.2	13.2	9	162.9	14.2	2	11	0.9	16.6	-2.33	1	61	11	18	20
2	37	167.8	15.5	11	187.4	12.5	37	20	2.2	14.3	2.32	99	37	26	70	72
3	55	183.0	8.7	18	199.1	10.1	38	16	1.0	12.4	1.78	96	55	39	71	69
4	76	197.6	15.4	39	208.5	17.6	39	11	1.0	10.8	0.03	51	76	40	53	51
5	54	204.2	16.9	25	205.0	19.5	5	1	1.0	9.2	-3.59	1	54	4	7	13
6	51	211.5	14.9	34	221.1	18.3	42	10	1.2	7.9	0.75	77	51	32	63	61

BURNET ELEMENTARY

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	26	139.1	11.6	68	151.7	13.9	40	13	1.4	16.2	-1.48	7	26	10	38	28
1	22	149.1	12.1	10	159.9	14.7	4	11	1.9	14.9	-1.61	5	22	7	32	29
2	70	153.5	15.9	1	164.3	15.0	1	11	0.9	12.7	-0.74	23	70	18	26	25
3	55	168.6	17.2	1	178.1	18.5	1	10	1.4	11.3	-0.85	20	55	21	38	36
4	66	185.3	16.9	6	189.5	19.1	2	4	1.6	8.8	-2.22	1	66	22	33	17
5	63	191.7	19.3	4	202.5	20.9	11	11	1.2	7.2	1.84	97	63	44	70	69
6	51	200.2	18.8	8	204.6	17.3	6	4	1.4	5.8	-0.79	21	51	23	45	44

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	21	138.7	8.8	65	151.1	12.2	35	12	1.9	16.2	-1.57	6	21	9	43	38
1	32	146.1	9.0	3	153.1	10.9	1	7	1.4	14.6	-3.00	1	32	6	19	15
2	17	159.9	11.7	3	173.7	10.7	5	14	3.3	12.8	0.38	65	17	5	29	27
3	28	180.8	13.5	21	192.8	12.9	27	12	2.4	10.8	0.59	72	28	13	46	45
4	53	194.3	16.5	37	200.5	17.9	27	6	1.2	8.3	-1.01	16	53	24	45	41
5	53	197.6	19.4	17	198.1	22.1	3	1	1.2	6.9	-3.22	1	53	13	25	17
6	50	205.1	17.0	24	215.4	15.9	50	10	1.1	5.5	2.77	99	50	38	76	77

BURNET ELEMENTARY

Science: Science K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	68	190.4	14.5	4	204.4	14.2	38	14	1.0	6.1	3.71	99	68	57	84	83
6	0	**			**			**					**			

Science: Science K-12

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	53	198.3	13.1	37	200.7	14.3	18	2	1.0	6.0	-1.68	5	53	16	30	34
6	0	**			**			**					**			

Overall Reading STAAR decreased in Domain 1 from the 2022-2023 school year. 5th grade Reading improved in all areas of Domain 1.

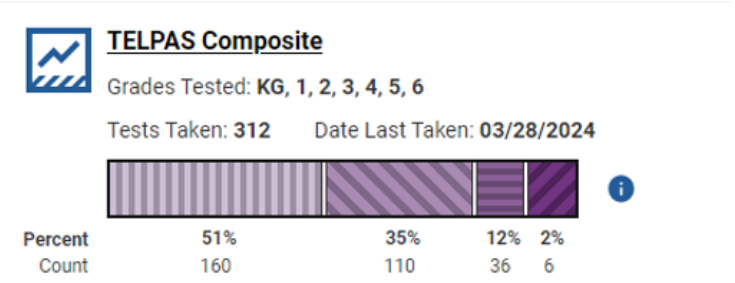
Math STAAR increased from the 2022-2023 school year with significant growth in Domain 1.

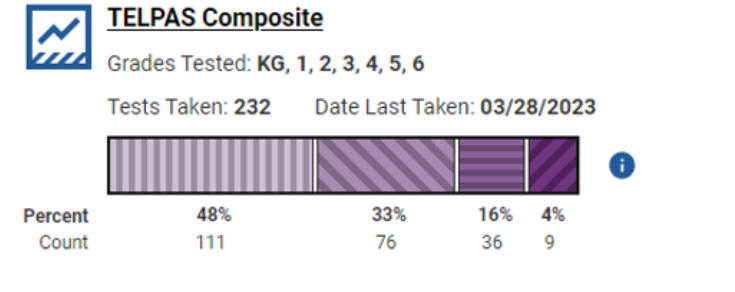
Math in 3rd/4th slightly decreased in approaches

Science STAAR decreased from the 2022-2023 school year.

STAAR Data (All)												
Grade Level	Reading				Math				23-'24	22-'23	21-'22	20-'21
	23-'24	22-'23	21-'22	20-'21	23-'24	22-'23	21-'22	20-'21				
3rd	44/17/3	70/25/2	62/35/20	47/33/13	60/21/4	63/25/3	67/50/25	62/35/13				
4th	51/26/8	56/31/6	47/29/16	43/15/4	55/25/9	55/29/8	41/28/9	58/25/6				
5th	65/34/13	54/25/11	67/41/24	43/19/4	74/43/9	45/14/4	65/37/7	31/15/4	32/12/2	34/20/9	33/17/4	22/2/0
6th	56/27/10	66/38/12	54/27/12	40/16/3	81/38/9	64/28/14	56/22/3	56/21/5				

TELPAS scores overall decreased from the 2022-2023 school year. This school year, there was a shortage of bilingual applicants. Each grade level in K-4th, had a bilingual classroom instructional facilitator.





Domain 2A Growth: Significant increase in growth compared to 2022-2023 school year of a 54 (F) to a 64 (77) (C) rating.

ACCELERATED LEARNING					
Prior Year	DNM	Approaches	Meets	Masters	Total
Did Not Meet	96	42	4	0	142

Assessments Earning .5 points	55x.05	27.5
Assessments Earning 1 point	191x1	192
Annual Growth Total		219.5

Annual Growth Points Earned		219.5
Accelerated Learning Points Earned	46x0.25	11.5
Sum of Annual Growth Plus Accelerated Learning		231
Total Assessments		360
School Progress, Part A Academic Growth Raw Score		64=C

Domain 2 B Relative Performance: Increase from 2022-2023 of a 54 (F) to a (C) rating.

Domain 2 - Relative Performance
ECO. DIS SNAPSHOT - 78.5%
Relative Performance = 39=C

Student Learning Strengths

- On NWEA MAP, all grade levels increased in Reading, Math and Science, with the exception in 1st grade math which decreased.
- Math increased in all grade levels, except 3rd math (this teacher left in September and did not return until after January due to maternity FMLA).
- 5th grade Reading increased in approaches/meets/masters
- Significant growth in grades 4th-6th, moving accountability rating from an (F) to a (C) rating.
- On average, Eco. Dis. is scoring higher than non-economically. Dis. population
- FEV tutoring was conducted for students in 4th-6th who did not pass STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math in 3rd/4th slightly decreased in approaches and meets. The number of students at meets and masters is below district average. **Root Cause:** Gaps in math foundational skills for skills to build on as they progress grade levels and lack of rigorous, aligned STAAR activities.

Problem Statement 2 (Prioritized): On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3 (Prioritized): Our STAAR assessments show under-performance in Meets and Masters. **Root Cause:** Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Problem Statement 4 (Prioritized): Students in grades 4th-6th are not meeting their expected growth target on STAAR Reading and Math assessments. **Root Cause:** Lack of student intrinsic motivation and campus celebrations for students to take ownership and monitor expected goal targets.

Problem Statement 5 (Prioritized): Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause:** Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.

Problem Statement 6 (Prioritized): Students in grades 4th-6th Math are not meeting expected growth target and meets and masters. **Root Cause:** Increase of number of students needing small group intervention/enrichment to help close academic gaps/enrich students to meets and masters, meeting expected growth targets.

Problem Statement 7 (Prioritized): K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth. **Root Cause:** Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.

Problem Statement 8 (Prioritized): Students are not tracking/monitoring , meeting individual growth goals. **Root Cause:** Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Problem Statement 9 (Prioritized): Lack of teacher capacity and highly qualified teachers to provide quality instruction. **Root Cause:** Lack of support and training offered to build teacher capacity and improve staff retention.

School Processes & Programs

School Processes & Programs Summary

At Burnet Elementary, our doors open at 7:15 and school day is from 7:45-3:00. For the 2023-2024 school year, the school day will be from 7:45-3:05. Students are provided free daily breakfast in their classrooms. Each classroom conducts a Character Strong lesson, has a daily 45 minute rotating PE/Art class, 30 minute lunch, 30 minute recess and 45 minute intervention/enrichment block.

After school tutorials are available for students in 3rd-6th beginning in January and are by teacher invitation.

All students have a one-to-one technology device checked out to them at the beginning of the year.

Burnet utilizes High Quality Instructional Materials: Amplify for reading curriculum and Stemscopes for the math curriculum. District and campus professional development opportunities are provided for teachers throughout the year. In addition to professional development, Burnet hosts after school mini-clinics for teachers needing specific and individualized training/support.

Burnet is an Opportunity Culture campus, having MCL's in the STAAR grade levels. A 4th Math MCL and a 5th ELAR MCL are part of the Leadership Team and assist in supporting/modeling/coaching teachers as well as facilitating weekly PLC's. Weekly PLC's are in the master schedule for teachers. Weekly grade level PLC's and Data Digs are held with the Math and Instructional Specialist as well as with MCL's who facilitate the PLC's. PLC's target lesson planning, data review, strategic planning, lesson feedback, lesson rehearsals and professional learning.

Burnet Elementary has implemented Cougar Paw Cards as their MTSS/PBIS incentive program. Parents are consistently communicated student progress and encompasses attendance, behavior, character, and participation in class. This has decreased our number of discipline referrals. MTSS meetings are scheduled by the Instructional Lead Team and are attended by the grade level representatives.

RTI has not been consistent and intentional to help address student's academic and behavior concerns. Upon arriving at Burnet in the 2023-2024 school year, there were 0 RTI students to track and monitor. Training and assisting/supporting teachers with the knowledge and why for RTI has allowed for teacher's to utilize the RTI process to help student outcomes.

Grade levels host STAAR Parent Informational Meetings to communicate STAAR, student's goal folder and strategies/support that parents can help with at home.

School Processes & Programs Strengths

- Daily 45 minute intervention/enrichment for K-6th grade
- Two PLC's weekly for all 3rd-6th grade teachers
- Tutorials offered for students in grades 3rd-6th second semester
- The use of HQIM programs
- Cougar Paw Card - positive incentive has helped increase our attendance and decrease discipline referrals
- Safety Team - safety drills are conducted frequently and effectively Students and staff know how to respond in a variety of emergency situations.
- One-to-one technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus MTSS/PBIS process needs to be refined. **Root Cause:** Teachers need training on the MTSS/PBIS protocol process and ongoing support from the leadership team.

Problem Statement 2: Timely and quality RTI documentation is not being consistently submitted and monitored. **Root Cause:** Lack of RTI process knowledge and lack of clear, consistent expectations.

Problem Statement 3 (Prioritized): Safety procedures are not followed by all campus stakeholders. **Root Cause:** Provide multiple sources of communication, time/support and practice of safety procedures, including arrival and dismissal.

Perceptions

Perceptions Summary

Burnet Elementary is committed campus that educates approximately 582 students in grades PreK-6th grade, offering bilingual classes in PreK-4th grade and 2 Life Skills classrooms. Our belief is Pursuing Excellence Every Student, Every Day, Every Way.

The attendance rate is improving and increased from the 2022-2023 school year from 91.57% to 92.61%. Burnet Elementary won the attendance trophy for greatest growth for both the 4th and 5th six weeks.

Compared to the district's K-12 Insight Survey, Staff, Families and Students enjoy school and feel welcomed. The family insight portion made recommendations for beautification for the outside of the school. Parents and staff would like the patio area to be accessible for student learning.

We have increased the PTA members as well as the PTA officers and volunteers to assist and support our campus and teachers. There is a monthly PTA meeting as well as bi-monthly programs with performances from our Fine Arts class for parents to attend. Several family engagement events were also held for families and students to attend. Meet the Teacher, Parent/Teacher Conference, Christmas Store and Program with Santa, Muffins with Misses, Donuts with Dads, Grandparents Day, Literacy Night, Math-O-Ween, award assemblies, field day, etc.. are some of the events held this year for families and staff to enjoy.

Parental involvement has increased, but not a significant increase for events that involve academics, such as Parent STAAR Information Evening, Literacy Night, etc.. It is difficult for parents who live in rural areas to attend or have their students attend after school events such as tutoring due to families only having one vehicle and rely on the bus for transportation to and from school.

A Ben Carson Reading Room was established and opened this 2023-2024 school year for students, staff and families to enjoy reading. Partnership with Rope Youth was established this past year as well, allowing students in 4th grade to participate in the Young Gentlemen and Young Women's Club.

Each six weeks a Cougar Paw Party is held with the support of PTA to celebrate students who have been attending school and completing their work.

Every nine weeks a Goal Party is held for students who met their individual goals on the district assessments. Students take ownership of their goals and tracking in their student goal folders.

Students have a one-to-one technology device; allowing students to complete or practice activities at home or when absent.

Date	Event	Families in Attendance
8/8	Meet the Teacher	>200
9/21	Title 1 Parent Meeting	>50
10/6	Parent conferences	311
10/26	Math-O-Ween	>200
11/9	Veteran's Day Program	55
11/9	Thanksgiving Luncheon	100
12/7	Kinder Christmas Program	>150
12/19	Semester Awards	

12/19	Semester Awards	
12/21	Holiday Parties	
1/11	3rd Bilingual Parent Meeting	29
1/18	5th parent attendance/STAAR meeting	17
2/5	6th parent attendance/STAAR meeting	4
2/6	4th parent attendance/STAAR meeting	42
3/5	Literacy Night	30
3/7	Donuts with Dad	220
5/9	ILead Parent Meeting	12
5/10	Muffins with Moms	250
5/21	Field Day	>150
5/22	Field Day	>150
5/21	Awards	>40
5/22	Awards	>70
5/23	Kinder Promotion	85
5/24	6th Promotion	72

Perceptions Strengths

- Based on K-12 Insight Survey, our staff, students and families have positive things to say about Burnet Elementary. There are areas of improvement, but overall, the stakeholders are happy with the progress and direction Burnet is heading.
- Attendance is increasing from 91.57% to 92.62%. Burnet won the district elementary most attendance growth for the 4th and 5th six weeks.
- One to One student technology device
- Ben Carson Reading Room

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low turnout to parent engagement activities. **Root Cause:** Provide numerous opportunities for our diverse population to participate in school activities as well as modes of transportation for families who rely on bus for transportation to and from school.

Priority Problem Statements

Problem Statement 1: Math in 3rd/4th slightly decreased in approaches and meets. The number of students at meets and masters is below district average.

Root Cause 1: Gaps in math foundational skills for skills to build on as they progress grade levels and lack of rigorous, aligned STAAR activities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class.

Root Cause 2: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters.

Root Cause 3: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in grades 4th-6th are not meeting their expected growth target on STAAR Reading and Math assessments.

Root Cause 4: Lack of student intrinsic motivation and campus celebrations for students to take ownership and monitor expected goal targets.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average.

Root Cause 5: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Low turnout to parent engagement activities.

Root Cause 6: Provide numerous opportunities for our diverse population to participate in school activities as well as modes of transportation for families who rely on bus for transportation to and from school.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth.

Root Cause 7: Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals.

Root Cause 8: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students in grades 4th-6th Math are not meeting expected growth target and meets and masters.

Root Cause 9: Increase of number of students needing small group intervention/enrichment to help close academic gaps/enrich students to meets and masters, meeting expected growth targets.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Lack of teacher capacity and highly qualified teachers to provide quality instruction.

Root Cause 10: Lack of support and training offered to build teacher capacity and improve staff retention.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Safety procedures are not followed by all campus stakeholders.

Root Cause 11: Provide multiple sources of communication, time/support and practice of safety procedures, including arrival and dismissal.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: On average, special education students fall behind general education students on STAAR tested areas.

Root Cause 12: Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Problem Statement 12 Areas: Demographics

Goals

Goal 1: Board Goal: 1

The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 1: GPM 1.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage phonological awareness assessment will increase from 86% to 89% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Pre-K teachers will ensure ongoing monitoring and tracking of student progress regarding identification of letters and sounds. They will use a visible tracking system where progress will be displayed. **Strategy's Expected Result/Impact:** Students will improve their letter recognition and sounds. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Pre-K teachers will attend CLI training provided by the Early Childhood Service Department, and implement high-quality instructional methods and practices. **Strategy's Expected Result/Impact:** Teachers will increase knowledge on CLI assessments that will impact student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high leverage learning. Impact will result in an increase in Pre-K performance to reach 89% or higher. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 9	20%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instructional of high quality curriculum. **Strategy's Expected Result/Impact:** Improved student performance in phonics/reading. **Staff Responsible for Monitoring:** Principal, AP, Instructional Strategists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth. **Root Cause**: Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Student Learning
Problem Statement 9: Lack of teacher capacity and highly qualified teachers to provide quality instruction. **Root Cause**: Lack of support and training offered to build teacher capacity and improve staff retention.

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

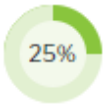
Performance Objective 2: GPM 1.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in reading, as measured by NWEA MAP, will increase from 49% to 55% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will ensure ongoing monitoring and tracking of student progress and will conference with student's regarding their goals. They will use a visible tracking system where progress will be displayed. Students who meet quarterly goals will be rewarded with goal party. **Strategy's Expected Result/Impact:** Students will take ownership and progress monitor their individual NWEA MAP goals, resulting in an increase of 55%. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will analyze NWEA MAP data and use the continuum to plan standards aligned and targeted intervention. Intervention/enrichment will be providing daily during campus WIN (what I need). **Strategy's Expected Result/Impact:** Improvement of student literacy to meet growth goals. **Staff Responsible for Monitoring:** Instructional Strategist and administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 7	15%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: A Title 1 funded general teacher assistant will be hired to provide small, individualized intervention to students. **Strategy's Expected Result/Impact:** Students meeting or exceeding their individual growth targets in NWEA MAP. **Staff Responsible for Monitoring:** Instructional Specialist/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 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** General Teacher Aide to provide small group intervention - 211 Title 1 - $30,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: A title funded Teacher Assistant will provided to Kindergarten Bilingual classroom to assist Associate Teacher with planning and providing targeted small group instruction to students. **Strategy's Expected Result/Impact:** Percentage of students reaching or exceeding reading growth goals will increase. **Staff Responsible for Monitoring:** Principal, Assistant principal, Strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7 **Funding Sources:** Teacher Assistant - 211 Title 1 - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instructional of high quality curriculum. **Strategy's Expected Result/Impact:** Improved student performance in phonics/reading. **Staff Responsible for Monitoring:** MCL, Instructional Strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause**: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.
Problem Statement 7: K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth. **Root Cause**: Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 3: GPM 1.3: The percentage of kindergarten through 2nd grade students who are reading on or above grade level, as measured by mCLASS, will increase from 56% to 70% by 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will analyze data from mCLASS assessments and utilize the instruction system to plan and align specific intervention on skills needing additional support. **Strategy's Expected Result/Impact:** The percentage of students reading on or above grade level will increase. **Staff Responsible for Monitoring:** Instructional Specialist, 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 5: Effective Instruction **Problem Statements:** Student Learning 2	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus "WIN" (what I need) will be embedded into master schedule to provide time for students to receive individualized, targeted intervention/enrichment. **Strategy's Expected Result/Impact:** Increase of students reading on or above grade level. **Staff Responsible for Monitoring:** Instructional Specialist/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 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average. **Root Cause**: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.
Problem Statement 5: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause**: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.

Goal 1: Board Goal: 1
The percentage of 3rd grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 41% to 55% by 2028.

Performance Objective 4: GPM 1.4: The percentage of 3rd grade students whose STAAR proficiency is Meets and Masters, as measured by the winter NWEA MAP reading
assessment, will increase from 35% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will analyze NWEA MAP data and use the continuum to plan standard aligned and targeted interventions. **Strategy's Expected Result/Impact:** Improvement of student literacy to meet growth goals and increase percentage of Meets and Masters. **Staff Responsible for Monitoring:** Instructional Specialist, MCL, Admin. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will create lessons that are aligned to the state standards, include the objective and success criteria, and high leverage strategies. **Strategy's Expected Result/Impact:** Improve student reading performance and increase percentage of Meets and Masters in STAAR Reading. **Staff Responsible for Monitoring:** Admin., Strategists, MCL **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instructional of high quality curriculum. **Strategy's Expected Result/Impact:** Improved reading proficiency in reading increasing number of Meets and Masters. **Staff Responsible for Monitoring:** MCL, Instructional Strategists, Admin. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	30%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus "WIN" (what I need) will be embedded into master schedule to provide time for students to receive individualized, targeted intervention/enrichment. **Strategy's Expected Result/Impact:** Increase of students reading on or above grade level. **Staff Responsible for Monitoring:** Admin., Strategists **Problem Statements:** Student Learning 3	35%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will ensure ongoing monitoring and tracking of student progress and goals. They will use a visible tracking system where progress will be displayed and conference with students on individualized growth. **Strategy's Expected Result/Impact:** Improved student performance with increased percentage of students reaching or exceeding individual goals. **Staff Responsible for Monitoring:** Admin, MCL, Strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 8				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special educations students. **Strategy's Expected Result/Impact:** Improvement in the number of students who are receiving special education services will increase. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: On average, special education students fall behind general education students on STAAR tested areas. **Root Cause**: Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Student Learning
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Goal 2: Board Goal: 2

The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 1: GPM 2.1: The percentage of Pre-K students on track to develop understanding on the CLI Engage math assessment will increase from 92% to 94% by 2025.

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Pre-K teachers will ensure ongoing monitoring and tracking of student progress regarding identification of letters and sounds. They will use a visible tracking system where progress will be displayed. **Strategy's Expected Result/Impact:** Improved student performance. **Staff Responsible for Monitoring:** Admin., Strategists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 8	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Pre-K teachers will attend CLI training provided by the Early Childhood Service Department, and implement high-quality instructional methods and practices. **Strategy's Expected Result/Impact:** Teachers will increase knowledge on CLI assessments that will impact student achievement. Teachers and campus leaders will use protocols and a framework to ensure instruction and resources include high leverage learning. Impact will result in an increase in Pre-K performance to reach 94% or higher. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 9	20%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instructional of high quality curriculum. **Strategy's Expected Result/Impact:** Improved student performance in math. **Staff Responsible for Monitoring:** Admin. MCL, Strategists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 7	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

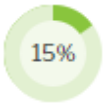
Student Learning
Problem Statement 7: K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth. **Root Cause**: Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.
Problem Statement 9: Lack of teacher capacity and highly qualified teachers to provide quality instruction. **Root Cause**: Lack of support and training offered to build teacher capacity and improve staff retention.

Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 2: GPM 2.2: The percentage of kindergarten through 2nd grade students who meet or exceed their individual growth goals in math, as measured by NWEA MAP, will increase from 51% to 56% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will ensure ongoing monitoring and tracking of student progress and will conference with student's regarding their goals. They will use a visible tracking system where progress will be displayed. Students who meet quarterly goals will be rewarded with goal party. **Strategy's Expected Result/Impact:** Students will take ownership and progress monitor their individual NWEA MAP goals, resulting in an increase of 56% or higher. **Staff Responsible for Monitoring:** Admin, Strategists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 8				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will analyze NWEA MAP data and use the continuum to plan standards aligned and targeted intervention. Intervention/enrichment will be providing daily during campus WIN (what I need). **Strategy's Expected Result/Impact:** Improvement of student literacy to meet growth goals. **Staff Responsible for Monitoring:** Admin., strategists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Title 1 funded general teacher assistant position will be providing small group intervention/enrichment to students. **Strategy's Expected Result/Impact:** Students meeting or exceeding growth goals will increase. **Staff Responsible for Monitoring:** Admin., strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: A title 1 funded Teacher Assistant will be provided to assist Bilingual Associate Teacher with planning and providing small group instruction to students. **Strategy's Expected Result/Impact:** Percentage of students reaching or exceeding growth goal targets will increase. **Staff Responsible for Monitoring:** Admin., strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instruction of high quality curriculum. **Strategy's Expected Result/Impact:** Improved student performance in NWEA Math growth goals. **Staff Responsible for Monitoring:** Admin., strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.
Problem Statement 5: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause**: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Goal 2: Board Goal: 2
The percentage of 3rd grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 38% to 50% by 2028.

Performance Objective 3: GPM 2.3: The percentage of 3rd grade students whose STAAR projected proficiency is Meets and Masters, as measured by the winter NWEA MAP math assessment, will increase from 34% to 50% by 2025.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will analyze NWEA MAP data and use the continuum to plan standard aligned and targeted interventions. **Strategy's Expected Result/Impact:** Increase of percentage of students in Meets and Masters. **Staff Responsible for Monitoring:** Instructional Specialists, MCL's, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will create lessons that are aligned to the state standards, include the objective and success criteria and high leverage strategies. **Strategy's Expected Result/Impact:** Improve student math performance and increase percentage of Meets and Masters. **Staff Responsible for Monitoring:** Admin, strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Collaborate in weekly PLC's and grade level meetings to analyze student data and plan targeted instruction with high quality curriculum. **Strategy's Expected Result/Impact:** Improved math proficiency increasing number of students in Meets and Masters. **Staff Responsible for Monitoring:** MCL's, Instructional strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus "WIN" (what I need) will be embedded into master schedule to provide time for students to receive individualized, targeted intervention/enrichment. **Strategy's Expected Result/Impact:** The number of students reaching Meets and Masters will increase. **Staff Responsible for Monitoring:** Admin, Strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will ensure ongoing monitoring and tracking of student progress and goals. Teachers will use a visible tracking system where progress will be displayed and conference with students on individualized growth goals. **Strategy's Expected Result/Impact:** Improved student performance with increased percentage of students reaching or exceeding individual goals. Students taking ownership of tracking individual goals. **Staff Responsible for Monitoring:** Admin., MCL's, Strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: We will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special educations students. **Strategy's Expected Result/Impact:** Improvement in the number of students who are receiving special education services will increase. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: On average, special education students fall behind general education students on STAAR tested areas. **Root Cause**: Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Student Learning

Problem Statement 1: Math in 3rd/4th slightly decreased in approaches and meets. The number of students at meets and masters is below district average. **Root Cause**: Gaps in math foundational skills for skills to build on as they progress grade levels and lack of rigorous, aligned STAAR activities.

Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Problem Statement 4: Students in grades 4th-6th are not meeting their expected growth target on STAAR Reading and Math assessments. **Root Cause**: Lack of student intrinsic motivation and campus celebrations for students to take ownership and monitor expected goal targets.

Goal 3: Board Goal :3

The percentage of 4th -English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

Performance Objective 1: GPM 3.1: The percentage of 4th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 51% to 56% by 2025.
GPM 3.2: The percentage of 5th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 48% to 53% by 2025.
GPM 3.3: The percentage of 6th grade students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 53% to 58% by 2025.

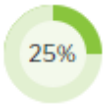
Evaluation Data Sources: NWEA MAP

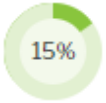
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will create lessons that are aligned to the state standards, include the objective and success criteria and high leverage instructional strategies. **Strategy's Expected Result/Impact:** Improve student literacy, rigor and student collaboration **Staff Responsible for Monitoring:** Strategists, Admin., MCL's **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MCL will be modeling, coaching and providing feedback to teachers on best strategies and lesson delivery. **Strategy's Expected Result/Impact:** Build teacher capacity and improve student reading outcomes. **Staff Responsible for Monitoring:** MCL's, strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Reach Associate - 211 Title 1 - $30,000	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will analyze MAP data and use the continuum to plan standard aligned and targeted interventions. **Strategy's Expected Result/Impact:** Improvement of student literacy to meet growth goals. **Staff Responsible for Monitoring:** MCL's, Strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4	15%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus "WIN" (What I Need) will be embedded into master schedule to provide time for students to receive individualized, targeted intervention/enrichment. **Strategy's Expected Result/Impact:** More students meeting or exceeding growth goals. **Staff Responsible for Monitoring:** Admin., strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4	35%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers and students will be monitoring and tracking their individual growth progress towards individual goals. Students meeting or exceeding growth goals will be rewarded each six weeks with a "Goal Celebration". **Strategy's Expected Result/Impact:** Students tracking own progress and more students meeting or exceeding growth goals. **Staff Responsible for Monitoring:** Teachers, MCL's, Strategists, Admin. **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 5: Effective Instruction **Problem Statements:** Student Learning 4, 8 **Funding Sources:** Prizes/supplies for conferencing and goal celebrations - 211 Title 1 - $4,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will be providing after before and/or school tutorials to assist students in closing gaps and enrichment activities. **Strategy's Expected Result/Impact:** Increase in number of students meeting or exceeding goals and increase in Meets and Masters. **Staff Responsible for Monitoring:** MCL's, Strategists, Teachers, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Supplies for tutorials - 211 Title 1 - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Teachers will utilize IXL Reading to provide targeted, individual Tier 2 instruction to students and close academic gaps. **Strategy's Expected Result/Impact:** Students will reach growth goals by closing academic gaps and providing targeted, reading intervention. **Staff Responsible for Monitoring:** Teachers, MCL's, Strategists **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** IXL online platform subscription - 211 Title 1 - $2,475				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Utilize Accelerated Reading program to create a supportive and encouraging reading environment that addresses the needs of struggling and reluctant readers, improving their reading skills and fostering a more positive attitude toward reading. **Strategy's Expected Result/Impact:** Improvement in reading skills, student engagement and academic performance. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Strategists **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** - 211 Title 1 - $5,165	N/A			

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: We will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special educations students. **Strategy's Expected Result/Impact:** Improvement in the number of students who are receiving special education services will increase. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: On average, special education students fall behind general education students on STAAR tested areas. **Root Cause**: Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Student Learning
Problem Statement 2: On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average. **Root Cause**: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.
Problem Statement 4: Students in grades 4th-6th are not meeting their expected growth target on STAAR Reading and Math assessments. **Root Cause**: Lack of student intrinsic motivation and campus celebrations for students to take ownership and monitor expected goal targets.
Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

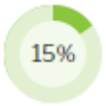
Goal 4: Board Goal : 4
The percentage of 4th -Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.

Performance Objective 1: GPM 4.1: The percentage of 4th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 55% to 60% by 2025.
GPM 4.2: The percentage of 5th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 36% to 50% by 2025.
GPM 4.3: The percentage of 6th grade students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 58% to 63% by 2025.

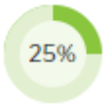
Evaluation Data Sources: NWEA MAP

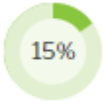
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will create lessons that are aligned to the state standards, include the objective and success criteria and high leverage instructional strategies. **Strategy's Expected Result/Impact:** Improve student literacy, rigor and student collaboration **Staff Responsible for Monitoring:** Strategists, MCL's, Admin. **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MCL will be modeling, coaching and providing feedback to teachers on best strategies and lesson delivery. **Strategy's Expected Result/Impact:** Build teacher capacity and improve student math outcomes. **Staff Responsible for Monitoring:** MCL's, strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will analyze MAP data and use the continuum to plan standard aligned and targeted interventions. **Strategy's Expected Result/Impact:** Increase of student growth goals in Meets and Masters and close academic gaps in foundational skills. **Staff Responsible for Monitoring:** MCL's, strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus "WIN" (What I Need) will be embedded into master schedule to provide time for students to receive individualized, targeted intervention/enrichment. **Strategy's Expected Result/Impact:** Increase of students meeting or exceeding their growth goals. **Staff Responsible for Monitoring:** Admin., strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers and students will be monitoring and tracking their individual growth progress towards individual goals. Students meeting or exceeding growth goals will be rewarded each six weeks with a "Goal Celebration" **Strategy's Expected Result/Impact:** Students tracking own progress and more students meeting or exceeding growth goals. **Staff Responsible for Monitoring:** Teachers, MCL's, Strategists, Admin. **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 5: Effective Instruction **Problem Statements:** Student Learning 4, 8 **Funding Sources:** Supplies and incentives for goals met - 211 Title 1 - $4,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Teachers will provide after and or before school tutorials to assist students in closing gaps and enrichment activities. **Strategy's Expected Result/Impact:** Students tracking own progress and increase in students meeting or exceeding growth goals. **Staff Responsible for Monitoring:** Teachers, MCL's, Strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6 **Funding Sources:** tutorials personnel and supplies/resources for students - 211 Title 1 - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide a Title-1 funded Teacher Assistant to 5th grade Math Associate Teacher to assist with planning, lesson delivery and small group intervention/enrichment. **Strategy's Expected Result/Impact:** Increase in number of students being provided with intervention/enrichment and close academic gaps. **Staff Responsible for Monitoring:** Strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5, 6 **Funding Sources:** Teacher Assistant - 211 Title 1 - $2,000	N/A			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: We will implement specific and targeted strategies according to student IEP and accommodations to improve academic achievement amongst our special educations students. **Strategy's Expected Result/Impact:** Improvement in the number of students who are receiving special education services will increase. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	20%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: On average, special education students fall behind general education students on STAAR tested areas. **Root Cause**: Classroom teachers need additional training in best practices, quality resources and consistent progress monitoring to accelerate student progress and close achievement gaps.

Student Learning

Problem Statement 1: Math in 3rd/4th slightly decreased in approaches and meets. The number of students at meets and masters is below district average. **Root Cause**: Gaps in math foundational skills for skills to build on as they progress grade levels and lack of rigorous, aligned STAAR activities.

Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Problem Statement 4: Students in grades 4th-6th are not meeting their expected growth target on STAAR Reading and Math assessments. **Root Cause**: Lack of student intrinsic motivation and campus celebrations for students to take ownership and monitor expected goal targets.

Problem Statement 5: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause**: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.

Problem Statement 6: Students in grades 4th-6th Math are not meeting expected growth target and meets and masters. **Root Cause**: Increase of number of students needing small group intervention/enrichment to help close academic gaps/enrich students to meets and masters, meeting expected growth targets.

Problem Statement 8: Students are not tracking/monitoring , meeting individual growth goals. **Root Cause**: Teachers are not conferencing and setting individual student goals based on NWEA and data from assessments to conference and provide individualized goal setting.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Weekly professional learning practice clinics held so that teachers learn new strategies delivered and modeled by MCLS and campus leaders. **Strategy's Expected Result/Impact:** Build teacher capacity resulting in best strategies and lesson delivery to improve student outcomes. **Staff Responsible for Monitoring:** MCL's, strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: MCLs will provide coaching and support to teachers based on coaching load. **Strategy's Expected Result/Impact:** Build teacher capacity resulting in best strategies and lesson delivery to improve student outcomes. **Staff Responsible for Monitoring:** MCL's, strategists, Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus instructional look for and walkthroughs communicated and conducted weekly so that teachers know expectations and campus leaders follow up to ensure implementation. **Strategy's Expected Result/Impact:** Provide immediate coaching to build teacher capacity and improve student outcomes. **Staff Responsible for Monitoring:** Admin. , strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	40%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average. **Root Cause**: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus leaders and MCLs will ensure that teachers are following the Plan, do , see , get model to ensure a cycle for data analysis. **Strategy's Expected Result/Impact:** Prove support to teachers, building teacher capacity and improving student outcomes. **Staff Responsible for Monitoring:** Admin, strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 7	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus leaders will use the PLC rubric and PLC observation tool to ensure their growth of the teams. **Strategy's Expected Result/Impact:** Strengthening teacher capacity leading to improved student outcomes. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus leaders leaders and MCL's will facilitate data meetings where student plans are developed for enrichment or intervention. **Strategy's Expected Result/Impact:** Close student academic gaps by providing individualized lessons and improve academic outcomes. **Staff Responsible for Monitoring:** Admin, MCL's, strategists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: On average, 3rd-6th Reading STAAR and 5th Science decreased and is below district average. **Root Cause**: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking allowing students to apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.

Student Learning

Problem Statement 7: K-2 did not demonstrate significant growth in NWEA or individual student meeting growth targets. K-1 are not at the 50% percentile in NWEA Reading Growth. **Root Cause**: Lack of understanding of the use of the continuum to engage in targeted instruction and intervention to support students to meet their growth goals.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teacher schedules are developed to ensure instructional time is used strategically and meets the needs of students. **Strategy's Expected Result/Impact:** Teachers maximizing instructional time during the day to provide quality lessons, close academic gaps and improve student academic outcomes. **Staff Responsible for Monitoring:** Admin, strategists, MCL's **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Staff and students are trained in safety operations including arrival and dismissal. **Strategy's Expected Result/Impact:** Ensure safety of all students and staff. **Staff Responsible for Monitoring:** Admin, teachers, strategists, MCL's **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 3	35%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: Lack of teacher assistant/personnel to assist with small group intervention/enrichment while teacher works with group/class. **Root Cause**: Not enough personnel or time in the day to provide small, intentional, individualized intervention/enrichment.
School Processes & Programs
Problem Statement 3: Safety procedures are not followed by all campus stakeholders. **Root Cause**: Provide multiple sources of communication, time/support and practice of safety procedures, including arrival and dismissal.

Goal 5: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Weekly door sweeps are conducted and documented **Strategy's Expected Result/Impact:** Ensure campus is secured and safe for all stakeholders. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Threat assessment team meets monthly to discuss future drills and discuss what went well or what needs improvement to enhance safety. **Strategy's Expected Result/Impact:** Ensure campus safety for all. **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 3: Safety procedures are not followed by all campus stakeholders. **Root Cause**: Provide multiple sources of communication, time/support and practice of safety procedures, including arrival and dismissal.

Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide all teachers with targeted professional development so that they are successful and remain at Burnet. **Strategy's Expected Result/Impact:** Development and retention of staff remaining at Burnet. **Staff Responsible for Monitoring:** Admin., strategists, MCL's **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 9	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: New teachers are provided a mentor so that they have guidance on their every day job expectations roles and responsibilities. **Strategy's Expected Result/Impact:** Supportive teachers remain at Burnet. **Staff Responsible for Monitoring:** Admin., strategists, MCL's **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 9	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Recruit using various methods to attract outside talent. **Strategy's Expected Result/Impact:** Recruiting and retaining quality teachers. **Staff Responsible for Monitoring:** Admin. strategists **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 9	25%			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: Lack of teacher capacity and highly qualified teachers to provide quality instruction. **Root Cause**: Lack of support and training offered to build teacher capacity and improve staff retention.

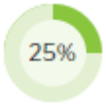
Goal 6: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teacher of the month recognition will be used to reward teachers voted by both teachers and students. **Strategy's Expected Result/Impact:** Recognize and celebrate quality teachers and retention. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Student Learning 9	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus based survey given twice a year to gather teacher input to improve campus culture. **Strategy's Expected Result/Impact:** Communicate and collaborate with all stakeholders to improve campus. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 9	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teacher incentive allotment is used to compensate teachers who meet their expected goals. **Strategy's Expected Result/Impact:** Quality teachers remaining at Burnet. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Student Learning 9				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Opportunity culture is one way that Burnet uses coaching and mentorship to support and grow their teachers. **Strategy's Expected Result/Impact:** Build teacher capacity and teacher retention. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Our STAAR assessments show under-performance in Meets and Masters. **Root Cause**: Lack of training and teacher knowledge to plan Intentional and consistent enrichment activities to move students to meets and masters performance indicators.
Problem Statement 9: Lack of teacher capacity and highly qualified teachers to provide quality instruction. **Root Cause**: Lack of support and training offered to build teacher capacity and improve staff retention.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host a fall and spring parent conference day where teachers will share student data to ensure parents' and teachers' communication about student progress is a priority. **Strategy's Expected Result/Impact:** Transparent data to families creating a culture of openness and accountability. **Staff Responsible for Monitoring:** Admin., Strategists, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** supplies - 211 Title 1 - $1,527				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Develop a clear system for teachers to send home a data-sheet after every assessment so parents can be aware of student progress. **Strategy's Expected Result/Impact:** Communicate and share student data with families. **Staff Responsible for Monitoring:** Admin., strategists, teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Low turnout to parent engagement activities. **Root Cause**: Provide numerous opportunities for our diverse population to participate in school activities as well as modes of transportation for families who rely on bus for transportation to and from school.

Goal 7: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

Evaluation Data Sources: DEIC Meeting, K-12 Insight Survey, ESSA Survey, ESSER Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Organize a student and parent advisory committee so that the stakeholders are empowered to engage with school administration teams and can communicate performance and expectations while gaining insight into campus needs. **Strategy's Expected Result/Impact:** Community stakeholders will share and be part of the campus success. Increased involvement from community stakeholders. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use social media to communicate to stakeholders and to amplify the narrative regarding performance. **Strategy's Expected Result/Impact:** Communicate and share success of campus and increase involvement and support from community. **Staff Responsible for Monitoring:** Admin. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Low turnout to parent engagement activities. **Root Cause**: Provide numerous opportunities for our diverse population to participate in school activities as well as modes of transportation for families who rely on bus for transportation to and from school.

Campus Funding Summary

211 Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	General Teacher Aide to provide small group intervention		$30,000.00
1	2	4	Teacher Assistant		$2,000.00
3	1	2	Reach Associate		$30,000.00
3	1	5	Prizes/supplies for conferencing and goal celebrations		$4,000.00
3	1	6	Supplies for tutorials		$5,000.00
3	1	7	IXL online platform subscription		$2,475.00
3	1	8			$5,165.00
4	1	5	Supplies and incentives for goals met		$4,000.00
4	1	6	tutorials personnel and supplies/resources for students		$5,000.00
4	1	7	Teacher Assistant		$2,000.00
7	1	1	supplies		$1,527.00
				Sub-Total	$91,167.00
				Budgeted Fund Source Amount	$102,020.00
				+/- Difference	$10,853.00
				Grand Total Budgeted	$102,020.00
				Grand Total Spent	$91,167.00
				+/- Difference	$10,853.00