

**Wylie Independent School District  
Burnett Junior High School  
2024-2025 Campus Improvement Plan**

Accountability Rating: A



# Mission Statement

The staff of Burnett Junior High is united in their commitment to develop relationships with each of our students. Our classrooms will be places of high expectation, academic rigor and social responsibility all formatted in the highly collaborative PLC process. A student who attends Burnett Junior High will have the grit and academic prowess to move forward successfully in their continued academic endeavors.

## Vision

Be Confident, Be Consistent, Be Connected! Be One Burnett!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wylie is a city located in [Dallas County Texas](#). With a 2020 population of 57,195, it is the 65th [largest city in Texas](#) and the 689th [largest city in the United States](#). Wylie is currently growing at a rate of 3.74% annually and its population has increased by 38.06% since the most recent census, which recorded a population of 41,427 in 2010. Wylie reached it's highest population of 57,195 in 2021. Spanning over 37 miles, Wylie has a population density of 2,593 people per square mile.

The average household income in Wylie is \$100,308 with a poverty rate of 6.37%. The median rental costs in recent years comes to \$1,498 per month, and the median house value is \$227,700. The median age in Wylie is 33.5 years, 33.8 years for males, and 33 years for females.

## Wylie Demographics

According to the most recent ACS, the racial composition of Wylie was:

- White: 71.47%
- Black or African American: 12.02%
- Asian: 8.43%
- Two or more races: 4.31%
- Other race: 3.29%
- Native American: 0.46%
- Native Hawaiian or Pacific Islander: 0.03%

### Demographics Strengths

Growing population

Growing economics

Destination District

# Student Learning

## Student Learning Summary

These are the *projected* proficiencies based on BOY MAP data for Approaches, Meets and Masters (in consecutive order).

Reading G7	92	78	45
Math G7	89	56	26
Reading G8	93	70	40
Math G8	84	42	8
Algebra G8	100	98	78
Science G8	84	50	9

## Student Learning Strengths

Having an enhanced focus on understanding where each student is in relationship to mastery of the standards will have a major impact on learning during the 24-25 school year.

# School Processes & Programs

## School Processes & Programs Summary

Our Human Resources department has developed a streamlined process for hiring. This, in addition to our own already rigorous protocols has proved to escalate the excellence of candidate we hire. From there, teachers are well trained and provided continuous learning through District Professional Development. Our teachers love Burnett and its culture. When they leave us, it is usually for promotion.

## School Processes & Programs Strengths

Excellent hiring process

Quality Professional Development for continuous improvement

School climate and culture

# Perceptions

## Perceptions Summary

Burnett Junior High is a well-oiled machine. All needed communication is handled professionally and immediately. We believe in an "our students" rather than a "my students" approach to academics so all teachers share in the education of all students together in several ways. Among the staff, transparency is encouraged and modeled by the administrative team.

## Perceptions Strengths

Every child, every classroom, every day.

Quality, knowledgeable staff.

Students are encouraged to Work Hard, Have Fun, and Be Kind.

Our shared vision between staff and students is to Be Confident, Be Consistent, Be Committed, Be One Burnett

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

## Employee Data

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

## Parent/Community Data

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 1:**

Students will be provided a bully-free and violence-free environment for learning in all classrooms.


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will receive continual Character Education through the "Wylie Way" Program.  <b>Strategy's Expected Result/Impact:</b> Student commitment to high character standards.  <b>Staff Responsible for Monitoring:</b> District Wylie Way personnel, Campus Administration, Campus Counselors, Teaching staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students and Staff will participate in the District Anti-Bullying initiative, "Unity Day" on October 19th .  <b>Strategy's Expected Result/Impact:</b> Student participation to increase awareness and provide outlets for reporting and ending bullying.  <b>Staff Responsible for Monitoring:</b> District Wylie Way personnel, Campus Administration, Campus Counselors, Teaching staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will participate in, "Junior High Hot Topics" during Science class; a targeted education to create awareness of Social Media violations to include sexting, harassment and transfer of inappropriate media.  <b>Strategy's Expected Result/Impact:</b> Student awareness of the extent of consequences for Social Media harassment and violations in order to decrease the need for discipline in this area.  <b>Staff Responsible for Monitoring:</b> District HR Staff, Campus Administration, Campus Counselors, Science Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide a clear and concise school wide discipline management plan to include Restorative Discipline practices.  <b>Strategy's Expected Result/Impact:</b> Follow through on teacher-entered discipline in Skyward by assignment of tiered discipline measures: use of Restorative Circles to encourage above the line behavior and pre-emptive practices to prevent excessive misbehavior.  <b>Staff Responsible for Monitoring:</b> All Staff and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Train all staff on the emergency operation plan and frequently hold drills to practice safety procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Log of drills, feedback from city officials including police and fire department reports that reflect excellent execution of all drills.</p> <p><b>Staff Responsible for Monitoring:</b> SRO, Teachers, Staff, Principals, and WISD Facilities staff.</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** Instill community and ethical values in our students.





**Performance Objective 2:** Student attendance rate will perform at 98%.

**Evaluation Data Sources:** PEIMS Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students attendance will be monitored through weekly reports and SABIP created for absences of 10 or more with parents and students to maintain accountability.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attention on their responsibility for coming to school. Increase in Attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerk, Campus Attendance officer.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Student attendance rate monitored through PEIMS at each Grading Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness for staff to move quickly on gaining student attendance should it dip below the 98% goal.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar, Campus Attendance officer.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			





**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 3:** We will encourage Parental Involvement in our student's academics and activities.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Principal will communicate upcoming activities, celebrations and needs in a weekly / bi-weekly newsletter in the 'SMORE" format distributed over several email and media outlets.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental connection to the "goings on" of the Campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will communicate upcoming events and graded activities from the classroom on a regular basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents informed ahead of major grades to assist their student in preparing for them. Increase in score percentages.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teaching staff.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All staff will respond in a timely manner to parent concerns whether via email or phone.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents respond favorably on the Parent Survey in all areas related to "communication".</p> <p><b>Staff Responsible for Monitoring:</b> All staff.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

**Performance Objective 1:** Increase Performance of At-Risk Students I: The Response to Intervention process at Burnett will be reviewed and enhanced with additional strategies that will allow teachers to impact student achievement.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attend staff development and set new RtI goals for the year based on data and HB 4545 requirements. <b>Strategy's Expected Result/Impact:</b> Staff understanding of the District RtI process. <b>Staff Responsible for Monitoring:</b> Special Services, Administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement revised RtI process district-wide and gain needed materials for campus application to all students. <b>Strategy's Expected Result/Impact:</b> Special Services meet with campus teams for decision point meetings <b>Staff Responsible for Monitoring:</b> Special Services, Campus Principals, Campus RtI teams	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Complete diagnostic tools at Burnett for assessing students who fall below the 25% - ile on BOY MAPS test in Reading and Math. <b>Strategy's Expected Result/Impact:</b> Improvement of MAPS scores from BOY to MOY to EOY <b>Staff Responsible for Monitoring:</b> RTI Team	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Initial weekly meetings with RTI Team to identify kid by kid Tier 2 and Tier 3 students through meaningful discussions and data analysis. RtI evaluations will shift to 3 week snapshots during PLC time to monitor students. <b>Strategy's Expected Result/Impact:</b> Improvement of MAPS scores from BOY to MOY to EOY, Improvement of Unit Assessment scores and overall grades. <b>Staff Responsible for Monitoring:</b> RtI Team	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.





**Performance Objective 2:** Increase Performance of At-Risk Students II: 50% of EB students at Burnett will score Meets or above on the Reading STAAR test.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Strategic, kid-by-kid planning for all LEP students for placement in reading classes, inclusion and monitoring. <b>Strategy's Expected Result/Impact:</b> Student engagement in speaking, reading and listening in English, Unit Test Data, TELPAS data. <b>Staff Responsible for Monitoring:</b> ELL Staff, Administration,  <b>Additional Targeted Support Strategy</b>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize data to target SE's for intervention and tutoring through campus data meetings <b>Strategy's Expected Result/Impact:</b> STAAR, Unit tests, EOC scores, MAP data <b>Staff Responsible for Monitoring:</b> C&I, Learning Specialists, Principals	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide additional trainings through regularly scheduled planning meetings with key academic instructional specialists <b>Strategy's Expected Result/Impact:</b> Student growth in TELPAS and STAAR <b>Staff Responsible for Monitoring:</b> Special Services, Administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.





**Performance Objective 3:** Increase Performance of At Risk Students III : Every Burnett Special Education student will grow by 2 points on each STAAR test they take.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Strategic, kid-by-kid planning for high need students for placement in small group, inclusion and monitored classes. <b>Strategy's Expected Result/Impact:</b> Student growth in daily grades, Unit assessment MAP testing and STAAR. <b>Staff Responsible for Monitoring:</b> Special Services, Administration, Diagnostician	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Strategic, kid-by-kid planning for high need students for placement needs-based testing environments including online and small groups. <b>Strategy's Expected Result/Impact:</b> Student engagement and class participation, Unit test scores, MAP testing, and STAAR growth. <b>Staff Responsible for Monitoring:</b> Special services, Administration, Rtl team	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.


**Performance Objective 4:** We will identify and meet the needs of students with Dyslexia.

**Evaluation Data Sources:** Evaluation

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Dyslexia therapist will provide services for identified students.  <b>Strategy's Expected Result/Impact:</b> Increase in student Reading comprehension and overall performance in all classes and exams.  <b>Staff Responsible for Monitoring:</b> District special Services staff, Dyslexia Therapist, Appraiser</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Dyslexia Services teacher will provide an oral reading comprehension/fluency test to all incoming 7th grade students that did not meet passing standard on the 6th grade Reading STAAR test.  <b>Strategy's Expected Result/Impact:</b> Further identify students that may need additional reading assistance.  <b>Staff Responsible for Monitoring:</b> District Special Services, Dyslexia Specialist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

**Performance Objective 5:** The District will meet the needs of the McKinney-Vento Act students through the availability of Title I Part A set-aside funds and the TEHCY grant.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff development session for district counselors and teachers.  <b>Strategy's Expected Result/Impact:</b> to provide urgently needed assistance to protect and improve the lives and safety of homeless students in our District.  <b>Staff Responsible for Monitoring:</b> District Special Services</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize data to increase the awareness and needs of the McKinney-Vento Act students.  <b>Strategy's Expected Result/Impact:</b> Students provided needed materials, clothing and other necessities to ensure success at every school campus.  <b>Staff Responsible for Monitoring:</b> District Special Services</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.  <b>Strategy's Expected Result/Impact:</b> Students provided needed materials, clothing and other necessities to ensure success at every school campus.  <b>Staff Responsible for Monitoring:</b> District Special Services</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			


**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.


**Performance Objective 6:** Our Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

**Evaluation Data Sources:** Evaluation Data Sources: Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The District/Campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students informed of healthy nutrition choices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Wellness Team, Fitness Gram, District Nutrition Staff, Participation in Community Wellness events</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students maintain a lifestyle of healthy nutrition choices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Wellness Team, Fitness Gram, District Nutrition Staff, Participation in Community Wellness events</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The District/Campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Student participation in varying athletic and physical education programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Wellness Team, Fitness Gram, District Nutrition Staff, Participation in Community Wellness events</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.</p> <p><b>Strategy's Expected Result/Impact:</b> Community participation in varying athletic and recreational programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Wellness Team, Fitness Gram, District Nutrition Staff, Participation in Community Wellness events</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.





**Performance Objective 7:** Increase Performance of At-Risk Students IV: The Burnett JH Asian sub-population group will increase to 80% growth on both Reading and Math STAAR tests.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Strategic, kid-by-kid monitoring for identified students to ensure all learning gaps are identified and filled.  <b>Strategy's Expected Result/Impact:</b> Increase in scores on Assignments, MAP tests, Unit Tests and the STAAR test across curriculum.  <b>Staff Responsible for Monitoring:</b> Administration, RtI Team, ELL and ELA Reading teachers.</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.


**Performance Objective 8:** Increase Performance of At-Risk Students IV: The Burnett JH Two-or-More sub-population group will increase to 57% growth on both Reading and Math STAAR tests.

**Evaluation Data Sources:** District, MAP and STAAR assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> This student groups will be monitored on a student-by-student basis by the RtI team with scheduled interventions in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores on Assignments, MAP tests, Unit Tests and the STAAR test across curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, RtI team. Reading and Math teachers</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** Prepare students for a successful life beyond high school. TEA Strategic Priority #3: Connect high school to career and college

**Performance Objective 1:** Students will be encouraged and challenged to meet their full educational potential.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Focus on improving college readiness for all students.  <b>Strategy's Expected Result/Impact:</b> Student interest in pursuing college admission and understanding of the processes to do so.  <b>Staff Responsible for Monitoring:</b> College an Career Readiness, Take the Lead, Writing Teachers, Staff, and Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create personal 4 year plans for all 8th grade students prior to them entering High School.  <b>Strategy's Expected Result/Impact:</b> Each student will have an education plan based on House Bill 5 initiative.  <b>Staff Responsible for Monitoring:</b> Teachers, School Counselors at Wylie East and Burnett, and Campus Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase 21st Century skills for all students through the integration of technology in Core classes, as well as research-based and student centered learning.  <b>Strategy's Expected Result/Impact:</b> Walk-through and Observation data in Dimensions 1.3, 2.1, and 2.2. PLC strategic planning, Professional Learning implementation, use of 1:1 Chromebooks and consistent learning platforms in all classes.  <b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will meet weekly during their PLC's time to discuss student data, curriculum, and instructional practices and strategies.  <b>Strategy's Expected Result/Impact:</b> Purposeful planning documents, Unit Test scores and then remediation through Buc Bonus Time, STAAR results.  <b>Staff Responsible for Monitoring:</b> Teachers and Campus Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			







**Goal 3:** Prepare students for a successful life beyond high school. TEA Strategic Priority #3: Connect high school to career and college

**Performance Objective 2:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.


**Evaluation Data Sources:** Attendance rating was 96.7% with STAAR distinctions earned in Math, Top 25% in Student Progress. Top 25% in closing Performance Gaps, and Postsecondary Readiness.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and actively monitor attendance lists, implement Behavior Intervention plans for students with attendance issues.  <b>Strategy's Expected Result/Impact:</b> Student attendance increases to 98% to place Burnett in Quartile 1 on the Distinction Designations.  <b>Staff Responsible for Monitoring:</b> Administration, Attendance clerk, Truancy Officer</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Promote career exploration and educate students on post-high school opportunities.  <b>Strategy's Expected Result/Impact:</b> Individual growth plans and Career Cruising Projects  <b>Staff Responsible for Monitoring:</b> Campus Administrators, WISD staff, Teachers, Writing Teachers</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide interventions for students in mandatory tutorials, Saturday Academies, after school STAAR academies, and during Buc Bonus Time  <b>Strategy's Expected Result/Impact:</b> Attendance records, Unit Test, Benchmarks, and STAAR results  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers and Interventionist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Response to Intervention Committee will meet weekly to discuss identified students and strategies to meet the students' needs.  <b>Strategy's Expected Result/Impact:</b> RTI meeting Minutes and Agenda, Unit Test scores, Benchmark scores, STAAR results, authentic AWARE Documentation  <b>Staff Responsible for Monitoring:</b> RTI Lead, Campus Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will be placed in Buc Bonus Time for Intervention daily by teachers for every core content area. Students are picked based on intervention need, reteach, and enrichment.  <b>Strategy's Expected Result/Impact:</b> Unit Assessment scores, attendance, student esteem and confidence, STAAR scores.  <b>Staff Responsible for Monitoring:</b> All staff and Administration will monitor.</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Burnett Teachers will develop strategies and programs that target At Risk students for remediation. <b>Strategy's Expected Result/Impact:</b> Increase at risk growth percentage on STAAR Closing the Gaps to 38% in Reading and Math <b>Staff Responsible for Monitoring:</b> Administration, Teachers and Interventionist	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 4:** Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.

**Performance Objective 1:** Qualified and highly effective personnel will be recruited, developed, and retained.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Recognize and affirm staff accomplishments.</p> <p><b>Strategy's Expected Result/Impact:</b> Crystal Apple Awards, "THRIVE" Award, Monthly Birthday Celebrations, Staff Luncheons, Principal's Brief, and Climate Survey</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Staff, and Campus Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development on identified areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Portfolio, STAAR Results, TTESS conferences and observations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Staff, and Campus Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide required annual advanced academic training to meet the needs of gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Development Sign In sheets and Staff Portfolio</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, District Learning Specialist</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize weekly PLC meetings to increase collaboration among staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Purposeful planning documents, Unit Test, and STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Campus Administration</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
			





**Goal 4:** Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.

**Performance Objective 2:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Faculty will have access to district held staff development. <b>Strategy's Expected Result/Impact:</b> Enrollment in district-led staff development <b>Staff Responsible for Monitoring:</b> Campus Administrators and WISD Staff	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers meet weekly to discuss during PLC time to collaborate on best teaching practices. <b>Strategy's Expected Result/Impact:</b> Purposeful planning documents, Unit Test, and STAAR results <b>Staff Responsible for Monitoring:</b> Teachers and Campus Administration	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.





**Performance Objective 3:** By the end of the 21-22 school year, all Language Arts teachers who teach EL students will have their ESL Supplemental Certification.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration team will audit their Language Arts teachers to determine who is in need of ESL Certification.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> We will work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Support student participation in extracurricular activities to promote character and academic achievement.





**Performance Objective 1:** Students will be provided multiple opportunities to participate in athletic, fine arts, and CTE electives to increase their achievement and awareness beyond academics.

**Evaluation Data Sources:** Participation and performance records.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be presented multiple options of the above stated electives with descriptions at enrollment. 8th Grade students will participate in extra-curricular showcase events for High School electives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased options / enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Counseling staff at Junior High and High School</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 6:** Manage growth in a way that ensures functional equity

**Performance Objective 1:** Students will have equitable access to resources and technology across classrooms

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Media Center is available for use before and after school for both tangible and online resources.  <b>Strategy's Expected Result/Impact:</b> Use of Media Center  <b>Staff Responsible for Monitoring:</b> Media Specialist and Campus Administrators</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers will implement use of Chromebooks and varying online resources provided by the District and highlighted by the Media Specialist.  <b>Strategy's Expected Result/Impact:</b> Increase in access to resources in order for students to learn how to synthesize information.  <b>Staff Responsible for Monitoring:</b> Media Specialist, Teachers, Learning Specialists</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Manage growth in a way that ensures functional equity

**Performance Objective 2:** Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Class sizes will be leveled after the 2nd week of school each semester. <b>Strategy's Expected Result/Impact:</b> Master Schedule and Student Rosters <b>Staff Responsible for Monitoring:</b> Campus Administrators and PIEMS Clerk	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Small group classes will be created for areas of high need students in Reading and Math to increase learning and one on one attention. <b>Strategy's Expected Result/Impact:</b> Increases in student daily grades, Unit test scores and STAAR growth. <b>Staff Responsible for Monitoring:</b> Administration, ELL teachers, Special Education Teachers, RtI team.	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 7:** Celebrate our excellence.

**Performance Objective 1:** We will celebrate student academic and performance achievements.

**Evaluation Data Sources:** Academic and performance statistics provided by teachers, directors and coaches.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will utilize newsletters, announcements and social media platforms as well as end of the year ceremonies to celebrate student academic and performance achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student / parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Administrations, Coaches, Sponsors and Directors</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Khellen Paul	Teacher
Parent	Callie Halbert	Parent
Administrator	Levi Turner	Campus Principal
Administrator	Dale Ramirez	Assistant Principal