

Ector County Independent School District

Burnet Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

The purpose and commitment of Burnet Elementary is to empower, grow, and enhance the foundation of excellence through the courage to try and confidence to learn.

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Value Statement

Building Burnet's Courageous and Confident Colts

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burnet Elementary is a Title One campus in ECISD that serves Kindergarten to 5th grade students.

Average student demographic is as follows:

Hispanic: 75%

White: 18%

African American: 4%

Other: 3%

Burnet's Attendance Rate increased 2.1 percent from 90.0 to 92.1 for 204-2025.

2020 - 2021 (COVID-19 Remote)			2021 - 2022 (COVID-19 Remote)			2022 - 2023			2023 - 2024			2024 - 2025		
Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
105	467	22.48%	52	380	13.68%	65	371	17.52%	60	330	18.18%	75	320	23.44%
2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
366	516	70.93%	297	414	71.74%	301	389	77.38%	256	340	75.29%	276	325	84.92%
Special Education 2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
60	516	11.6279	45	414	10.8696	54	389	13.8817	44	340	12.9412	41	325	12.6154
Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses														
2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent

Fall English Learner Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses															
Burnet	36	516	6.9767	23	414	5.5556	19	389	4.8843	19	340	5.5882	17	325	5.2308

2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate
1	478	0.21%	1	414	0.24%	10	389	2.57%	3	340	0.88%	1	325	0.31%

Demographics Strengths

Key Demographic Strengths:

- Increased Attendance:** Burnet Elementary achieved a notable 2.1% increase in student attendance, rising from 90.0% in 2023–2024 to 92.1% in 2024–2025. This improvement reflects intentional efforts to engage families and promote daily attendance habits.
- Economic Diversity with Strong Support Structures:** The percentage of students identified as Economically Disadvantaged has grown steadily, reaching 84.9% in 2024–2025. Burnet continues to meet these needs through targeted interventions and community partnerships, ensuring access to equitable learning opportunities.
- Mobility Awareness and Support:** While the mobility rate rose to 23.44% in 2024–2025, Burnet remains committed to supporting mobile students through strong classroom routines, consistent instructional practices, and relationship-based supports.
- Stable Special Education Support:** The percentage of students receiving Special Education services has remained consistent over time, holding at 12.6% in 2024–2025. Burnet maintains strong systems of support for learners with exceptional needs, including inclusion practices and individualized instruction.
- Low English Learner and Retention Rates:** English Learner (EL) enrollment has remained low and steady, currently at 5.2%, enabling targeted language development supports for a manageable number of students. Additionally, Burnet has consistently maintained **extremely low retention rates**, with only one student retained in 2024–2025 (0.31%), suggesting strong student progression and responsive academic interventions.

Student Learning

Student Learning Summary

****STAAR Pending

2024–2025 Spring to Spring NWEA MAP Campus Summary Report

Kindergarten (Fall to Spring Comparison)

- **Observed Growth in Math:** +1.6 percentile (approximate average from 40.0%, 57.9%, 38.5%)
 - **Math Percentile (Met/Exceeded):** 45.5%
 - **Observed Growth in Reading:** +1.7 percentile (average from 38.1%, 36.8%, 21.4%)
 - **Reading Percentile (Met/Exceeded):** 32.1%
Note: Kinder MAP is only Fall to Spring, not Spring to Spring.
-

First Grade

- **Observed Growth in Math:** +1.4 percentile (from 46.7% and 6.7%)
 - **Math Percentile (Met/Exceeded):** 26.7%
 - **Observed Growth in Reading:** +1.4 percentile (from 42.9% and 26.7%)
 - **Reading Percentile (Met/Exceeded):** 34.8%
-

Second Grade

- **Observed Growth in Math:** +1.5 percentile (from 66.7% and 25.0%)
 - **Math Percentile (Met/Exceeded):** 45.9%
 - **Observed Growth in Reading:** +1.6 percentile (from 52.9% and 38.1%)
 - **Reading Percentile (Met/Exceeded):** 45.5%
-

Third Grade

- **Observed Growth in Math:** +1.3 percentile (from 25.0%, 52.6%, 13.3%)
 - **Math Percentile (Met/Exceeded):** 30.3%
 - **Observed Growth in Reading:** +1.5 percentile (from 68.8%, 47.4%, 26.7%)
 - **Reading Percentile (Met/Exceeded):** 47.6%
-

Fourth Grade

- **Observed Growth in Math:** +1.6 percentile (from 71.4% and 70.8%)
 - **Math Percentile (Met/Exceeded):** 71.1%
 - **Observed Growth in Reading:** +1.6 percentile (from 45.0% and 58.3%)
 - **Reading Percentile (Met/Exceeded):** 51.7%
-

Fifth Grade

- **Observed Growth in Math:** +1.7 percentile (from 39.1%, 65.0%, 42.9%)
- **Math Percentile (Met/Exceeded):** 49.0%
- **Observed Growth in Reading:** +1.6 percentile (from 23.8%, 47.4%, 33.3%)
- **Reading Percentile (Met/Exceeded):** 34.8%

Student Learning Strengths

Burnet Elementary showed strong academic progress in the 2024–2025 NWEA MAP assessments, with positive growth across all grade levels in both reading and math.

Key Strengths:

- **Math Growth in Upper Grades:**
Fourth grade led the way with **71.1%** of students meeting or exceeding projected growth in math. Fifth grade followed with **49.0%**, showing solid gains as students approached STAAR.
- **Reading Gains Across Multiple Grades:**
Third and fourth grades posted strong reading growth (**47.6%** and **51.7%**, respectively), while second grade maintained momentum with **45.5%** meeting reading targets.
- **Kindergarten Promise:**
In their first testing year, Kindergarten students had **45.5%** meet math growth and **32.1%** meet reading growth, highlighting a strong foundation for early learning.

School Processes & Programs

School Processes & Programs Summary

Burnet Elementary currently serves **346 students in Kindergarten through 5th grade** with a dedicated staff of **17 classroom teachers**. As an **Opportunity Culture campus**, Burnet provides extended instructional support through an **MCL II**, a **Reach Associate**, and focused coaching in 4th and 5th grade. This year, Burnet has expanded its instructional leadership team to include **two instructional coaches—one for reading and one for math—to strengthen content-specific support across all grade levels.**

In the 2024–2025 school year, Burnet will participate in the district’s **Blended Learning Cohort**, launching its **first year of implementation** focused on increasing student ownership, differentiated instruction, and technology integration.

To strengthen campus-wide behavior systems, Burnet has also adopted the **Emergent Tree Behavior Framework**, which will guide Tier 1 structures, build consistent staff practices, and support positive student behavior through proactive, skill-based approaches.

Students receive **daily Physical Education** through a **PE Coach and Aide**, and enjoy **Fine Arts instruction** from a certified Music teacher. Burnet also participates in ECISD’s **Fine Arts to Kids** and **Art2Go** programs in collaboration with the Ellen Noël Art Museum.

Support for special populations includes services from a **district ESL specialist**, **three GT teachers**, a **dyslexia provider**, **virtual speech therapist and clerk**, and a **reading intervention coach**. A **full-time counselor** provides Tier 1 SEL instruction using the district curriculum, along with small-group and individual support. A **media specialist clerk** ensures ongoing access to print and digital resources.

Burnet’s comprehensive systems for academic, behavioral, and emotional support reflect a campus-wide commitment to whole-child success.

School Processes & Programs Strengths

Burnet Elementary continues to strengthen campus systems through targeted instructional and behavioral supports. With the addition of both a reading and math instructional coach, participation in the district’s Blended Learning Cohort, and the implementation of the Emergent Tree behavior framework, the campus is deepening its commitment to student-centered instruction and proactive behavior practices. Collaborative structures and layered services ensure all students are supported academically, socially, and emotionally.

Perceptions

Perceptions Summary

Burnet Elementary maintained an average enrollment of 346 students during the 2024–2025 school year. While enrollment has gradually declined due to redistricting, the campus remains focused on strong student-teacher ratios and layered supports for all learners.

The school provides full inclusion and resource services, behavior support, dyslexia instruction, 504 accommodations, speech therapy, and SAS counseling. A full-time PE coach, aide, part-time music teacher, and library clerk support whole-child development. Burnet also benefits from two instructional coaches—one for reading and one for math—who provide real-time coaching, lesson planning support, and intervention planning.

As an **Opportunity Culture** campus, Burnet utilizes an **MCL I** and a **Reach Associate** to extend the reach of strong instruction and provide mentoring and modeling for classroom teachers.

Burnet prioritizes high-quality Tier 1 instruction and protects a **daily 45-minute intervention block**, ensuring that **targeted small-group instruction** is delivered with consistency and fidelity. These structures reflect the campus's commitment to rigorous instruction, equitable support, and academic growth for all students.

Perceptions Strengths

Burnet's layered systems—including dual instructional coaches, targeted small-group instruction, and Opportunity Culture supports—create consistent, high-quality instruction that directly contributes to student growth. The campus-wide focus on rigorous Tier 1 instruction and intentional intervention ensures every student has access to the support needed to make meaningful academic progress.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas

Performance Objective 1: At Burnet Elementary, the percentage of students 1st-5th meeting or exceeding their Reading RIT goal will increase from 38th to 48th percentile from Spring 2024 to Spring 2025.

Indicators of Success:


Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%


Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports

Monthly iReady Reading Usage Reports

District Checkpoints

PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the Assessment Data Protocol process when analyzing data and forming reteach plans during PLCs.</p> <p>Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve</p> <p>Staff Responsible for Monitoring: Admin, Teachers, and Instructional Reading Specialist</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted, small group intervention at all grade levels to improve reading at grade level for teachers and identified students after school and training to increase student achievement</p> <p>Strategy's Expected Result/Impact: High impact tutoring growth and leveled literacy intervention increasing success in Reading</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Reading Specialist - Local - \$75,000, Part-time tutor - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify





Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas


Performance Objective 2: The percentage of students at Burnet Elementary K-5 meet or exceeding their Math RIT goal will increase from 42nd to the 52nd percentile to close the achievement gap from Fall to Spring MAP.

Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
 Monthly iReady Math and My Math Academy Usage Reports
 District Checkpoints
 PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the DDI process when analyzing data and forming reteach plans during PLCs</p> <p>Strategy's Expected Result/Impact: Reading intervention will be effective and student Reading scores will improve</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, MCL, and District Reading Coach Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: MCL I - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted, small group intervention at all grade levels to improve math at grade level for teachers and identified students after school and training to increase student achievement.</p> <p>Strategy's Expected Result/Impact: High impact tutoring growth and leveled literacy intervention increasing success in Math.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Math Specialist Teachers</p> <p>Title I: 2.51</p> <p>Funding Sources: Targeted Math Tutoring - Title One School-wide - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas

Performance Objective 3: By May of 2025, students at Burnet Elementary will increase from 22% Meets to 40% Meets on STAAR Math.






Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
 Monthly iReady Math Usage Reports
 District Checkpoints
 PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive targeted intervention in Math incorporating Do the Math and Lonsestar as well as increasing coaching for Tier One Instruction.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, and District Curriculum Support Teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Reach Associate - Title One School-wide - \$33,000, Math Specialist - Local - \$75,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Assessment Data Protocol process to understand and implement instruction, goal setting, and increased student engagement and student accountability.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coach, MCL II, and district curriculum support Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas

Performance Objective 4: By May of 2025, students at Burnet Elementary will perform at the Meets level in 3rd-5th Reading STAAR increasing from 24% in 2024 to 35% in 2025.







Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports
 Monthly iReady Reading Usage Reports
 Monthly Short Cycle Assessments in Reading
 PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
Strategy 1: Student goal-setting, parent data talks, and small group targeted intervention incorporating the Science of Teaching Reading (K-3) and Read 180 Staff Responsible for Monitoring: Admin, Instructional Coach, and District Reading Coach. MCL I, Teachers Title I: 2.51, 2.53	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas

Performance Objective 5: By May of 2025, the percentage of 5th grade students performing at the MEETS level on Science STAAR will increase from 2% in 2024 to 30%.

Evaluation Data Sources: Beginning, Middle, and End of Year Science MAP Reports
 Implementing and Monitoring New Science Curriculum
 District Checkpoints in Science (3rd-5th grades)
 PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: MCL and leadership will implement the Assessment Data Protocol, develop TEKS knowledge (Internalizing instruction), implement the coaching model of Observation/Feedback, and analyze student work to ensure mastery of learning objectives during PLCs.</p> <p>Strategy's Expected Result/Impact: Checkpoints monitoring meets percentage</p> <p>Staff Responsible for Monitoring: MCL, Teachers, Instructional Specialist, Admin</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Science will be taught using district-approved resources in grades K-5 a minimum of 30 minutes per day.</p> <p>Strategy's Expected Result/Impact: Checkpoints monitoring the meets percentage for growth and meets percentage of highly tested TEKS</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, Admin</p> <p>Title I: 2.51</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: At Burnet Elementary, the percentage of 3rd grade students performing at the Meets level will increase from 29% in 2024 to 40% on the 2025 STAAR Reading test.

High Priority

Indicators of Success:


Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%







Evaluation Data Sources: Beginning, Middle, and End of Year MAP Reports

Monthly iReady Reading Usage Reports

District Checkpoints in Reading

PLCs and Lesson Plans with a Focus on Student Engagement and Student Accountability



Strategy 1 Details	Reviews			
<p>Strategy 1: Burnet will hold Professional Learning Communities weekly to focus on Tier 1 instruction and implement the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Third grade students will receive intentional intervention on Reading using Leveled Literacy Instruction, iReady personalized learning paths, and small group reading lessons for Tier 2 and Tier 3 progress monitoring.</p> <p>Strategy's Expected Result/Impact: Third grade students will be monitored on small growth goals every three weeks and long term goals using SCAS, Beginning and Middle of the Year MAP, and Fall and Spring District Benchmarks.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd grade students at Burnet Elementary will be strategically placed in intervention groups using high quality instructional materials based on EOY MAP.</p> <p>Strategy's Expected Result/Impact: Students will increase vocabulary skills and comprehension to meet targeted goals in reading and writing.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				


Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Performance Objective 2: At Burnet Elementary, K-2nd grade students will show growth on their Reading MAP Assessment from 32% to 55% of meeting or exceeding their individual growth goal from Spring to Spring data. (Kinder Fall to Spring)

Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading

Strategy 1 Details	Reviews			
<p>Strategy 1: Kinder to 2nd grade students at Burnet Elementary will be provided with high quality lessons during Tier 1 whole group instruction time and focuses targeted intervention during small group instruction.</p> <p>Strategy's Expected Result/Impact: All students will show one year of reading growth as measured by iReady and MAP.</p> <p>Staff Responsible for Monitoring: Admin Teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Burnet Professional Learning Communities will focus on targeted TEK instruction and the data driven instructional process and plans for student mastery of learning objectives through a personalized learning path.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principal, Grade Level Teachers, Reading Coach, Special Education Staff</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: At Burnet Elementary, K-3rd grade students meet achievement on Reading MAP Assessment from 26% to 38% on their individual achievement target from Spring to Spring data. (Kinder Fall to Spring)







Evaluation Data Sources: Reading MAP MOY and EOY
iReady Diagnostics and Student Usage Reports
District Checkpoints in Reading
Fall and Spring District Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers Kinder to 3rd grade will receive coaching and support to increase student engagement and accountability on grade level readiness TEKS with a focus on vocabulary and comprehension.</p> <p>Strategy's Expected Result/Impact: Effective planning, instructional delivery, and assessment alignment</p> <p>Staff Responsible for Monitoring: Admin, Instructional Specialist, MCL Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 classroom teachers, reading coach and part-time reading tutor will target at risk populations and utilize LLI four times a week for 45 minutes per group; iReady reading usage 30 minutes daily while adhering to the ECISD ELAR Framework.</p> <p>Strategy's Expected Result/Impact: Student's will be monitored by weekly iReady student usage reports to ensure growth goal is met and MAP assessments monitored BOY to MOY to ensure RIT goal is met.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Reading Coach, Targeted Tutoring Admin</p> <p>Title I: 2.51, 2.53</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 59% to 75%.

Evaluation Data Sources: Fall and Spring Panorama Data Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will deliver weekly iLead lessons to students. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Teachers and Counselor</p> <p>Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Schoolwide discipline plan with a focus on Emergent Tree in all grade levels K-5th to foster a strong and positive school climate and culture. Strategy's Expected Result/Impact: Increase School Connectedness Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student daily attendance will increase from 92% to 95% by May 2026.

High Priority







Evaluation Data Sources: Monthly Attendance Dashboard, Parent Communication regarding the importance of attendance, Parent conferences including attendance growth goals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Leadership team will hold attendance celebrations once a month for students and/or grade levels meeting 95% attendance.</p> <p>Strategy's Expected Result/Impact: Increased instructional minutes and student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin</p> <p>Title I: 2.52</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Title One Lead - Title One School-wide - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district truancy plan to contact parents at two absences a month and document in Eduphoria on Contact form.</p> <p>Strategy's Expected Result/Impact: Increased communication and student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Data Clerk, Counselor, and Admin</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: 100% of 4-5 grade students will utilize AVID strategies to promote college readiness.

Evaluation Data Sources: Site team checks for binders, planners, and note taking in journals.



Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades 3rd-5th will attend AVID Basic Training or Advanced Training based on their needs. Strategy's Expected Result/Impact: Improve AVID knowledge and understanding. Improve AVID implementation. Staff Responsible for Monitoring: Admin , Counselor, Teachers</p> <p>Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of classroom teachers in grades 3rd-5th grade will implement at least one AVID strategies per week during the 2023-24 school year. Strategy's Expected Result/Impact: Increased engagement, goal-setting and college and career readiness. Staff Responsible for Monitoring: Teachers, Admin, Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 4: Classroom Excellence


Performance Objective 1: ECISD will improve the implementation of TEKS-based, rigorous, and relevant curriculum supported by high-quality instructional strategies to 80% for all subjects district-wide by May 2026.


High Priority

Evaluation Data Sources: Learning walk documentation, Checkpoints, NWEA Map

Strategy 1 Details	Reviews			
<p>Strategy 1: Academics and Accountability will provide and support the implementation of the district approved curriculum, calendars, and professional learning models for all subjects.</p> <p>Strategy's Expected Result/Impact: 100% of students will have access to high quality instructional materials for Tier one instruction.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Multi-classroom leaders, instructional specialist and all support staff.</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Academics and Accountability will provide support for Burnet in the Assessment Data Protocol processes through PLC support & professional development.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 instruction and intentional & targeted backwards planning based on student needs and data.</p> <p>Staff Responsible for Monitoring: Academics and Accountability, Burnet Leadership Team, Teachers and Support Staff</p> <p>Title I: 2.51</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify







 Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 2: Increase attendance rate from 92.1. % to 95.% for all students by May of 2026.

High Priority






Evaluation Data Sources: Attendance Rate report in FOCUS and Community Outreach Center Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Burnet must strengthen attendance monitoring, truancy procedures, and family partnerships to ensure students are present and engaged every day.</p> <p>Strategy's Expected Result/Impact: Increased Attendance Rate</p> <p>Staff Responsible for Monitoring: Staff, MTSS Committee, Administrators</p> <p>Title I: 2.51</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Burnet will continue to implement the MTSS framework monitoring the academic, behavior, and social emotional needs of students along with attendance to ensure that students are meeting grade level goals for growth and achievement.</p> <p>Strategy's Expected Result/Impact: Increased Identification and Success of Students in Need Increased Attendance</p> <p>Staff Responsible for Monitoring: Staff, MTSS Committee, Administrators</p> <p>Title I: 2.51</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 4: Classroom Excellence

Performance Objective 3: Increase student engagement and participation in classrooms by 10%, as measured by teacher observational data, student surveys, and classroom behavior reports.







Evaluation Data Sources: Surveys
 Behavior Reports
 Checkpoint/MAP Data
 Walk Throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate student-centered instructional strategies such as cooperative learning, Blended Learning, and use of technology.</p> <p>Strategy's Expected Result/Impact: Decrease in Number of Behavior Reports MAP Growth BOY to MOY Checkpoint scoring at meets level Engaging Lessons</p> <p>Staff Responsible for Monitoring: Teachers MCL, Instructional Coaches, Admin</p> <p>Title I: 2.51</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Culture of Excellence

Performance Objective 1: Establish and consistently reinforce high behavioral expectations across all grade levels.







Evaluation Data Sources: Referral Reports showing decreasing numbers in referral

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Schoolwide Positive Behavior Interventions and Supports (PBIS, EMERGENT TREE) Framework</p> <p>Strategy's Expected Result/Impact: Decrease in Referrals Engaged and Positive learners</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coach</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All PreK-5th-grade students will participate in at least one Guidance Lesson per month provided by the school counselor.</p> <p>Strategy's Expected Result/Impact: The expectation is that students are equipped with strategies to control their emotions and reactions to difficult situations</p> <p>Staff Responsible for Monitoring: Administrators and counselor</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 5: Culture of Excellence

Performance Objective 2: Student sense of belonging and engagement will increase from 56% to 70 % by the end of the school year, as reflected on the Spring Panorama data.

Evaluation Data Sources: Panorama surveys, discipline referrals will decrease

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage students in socioemotional learning through the iLead curriculum to build positive relationships among students and staff members.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize curriculum to address the holistic needs of all students.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Specialist, MCL Teachers</p> <p>Title I: 2.51</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, character lesson, and self worth.</p> <p>Strategy's Expected Result/Impact: Student connectedness will increase to 73%.</p> <p>Staff Responsible for Monitoring: Counselor, Leadership Team, Teachers</p> <p>Title I: 2.52</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
4	1	1	Academics and Accountability will provide and support the implementation of the district approved curriculum, calendars, and professional learning models for all subjects.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
4	1	2	Academics and Accountability will provide support for Burnet in the Assessment Data Protocol processes through PLC support & professional development.

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Specialist		\$75,000.00
1	3	1	Math Specialist		\$75,000.00
Sub-Total					\$150,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Part-time tutor		\$15,000.00
1	2	1	MCL I		\$15,000.00
1	2	2	Targeted Math Tutoring		\$8,000.00
1	3	1	Reach Associate		\$33,000.00
3	2	1	Title One Lead		\$3,500.00
Sub-Total					\$74,500.00