



Local Improvement Plan Template 26-27

Campus Name: Burnet Elementary

Areas of Identification:

RLA Meets – SPED, Continuously Enrolled	Math Meets – SPED, Hispanic, Eco Dis, Continuously Enrolled	Student Success – SPED, Hispanic, Eco Dis, Continuously Enrolled	RLA Growth - Hispanic, Eco Dis, Continuously Enrolled
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Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.4.26 BURNET.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[Burnet Data Tour Folder](#)

Goal Sheet: [Planning for Closing the Gaps 2027_068901104.pdf](#)

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement (Meets) - Special Education, Continuously Enrolled**.

Criteria:	Campus Plan:
Campus Goal for this area:	22% of students served in Special Education will achieve Meets on STAAR RLA. 47% of continuously enrolled students will achieve meets on STAAR RLA.

Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Reading Specialist, Barbara Hirst Principal, Lety Amalla Special Education Teacher, Christy Garbosa
Educational Interventions:	• Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000
Allocation of Resources:	Required: Time Adjustments • Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • RLA specialist will pull small groups to work with students Required: Funding Adjustments • Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000 • Campus RLA specialist funded by district title II funds



	Required: Staffing Adjustments • Campus RLA specialist funded by district title II funds
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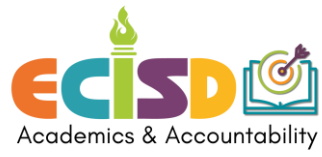
Data Monitoring:

Restate Goal: 22% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 47% of continuously enrolled students will achieve meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %:	



5 th %:	5 th %:	5 th %:	5 th %:	
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Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement (Meets) - Special Education, Hispanic, Eco Dis, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 28% of students served in Special Education will achieve Meets on STAAR Math. • 41% of Hispanic students will achieve Meets on STAAR Math. • 40% of Economically Disadvantaged students will achieve meets on STAAR Math. • 44% of continuously enrolled students will achieve meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Melissa Johnson, Instructional Specialist Lety Amalla, Principal Special Education Teacher, Christy Garbosa
Educational Interventions:	• Daily small group intervention during Tier 1 instruction / blended learning

	- Each teacher has a scheduled intervention time in the master schedule - Title 1 funds have been set aside for Math tutoring beginning in the fall; \$10,000
Allocation of Resources:	Required: Time Adjustments - Daily small group intervention during Tier 1 instruction / blended learning - Each teacher has a scheduled intervention time in the master schedule - Math specialist will pull small groups to work with students Required: Funding Adjustments - Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000 - Campus Math specialist funded by district title II funds Required: Staffing Adjustments Campus Math specialist funded by district title II funds

Data Monitoring:

Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
3 rd %:	3 rd %:	3 rd %:	3 rd %:	3 rd %:
4 th %:	4 th %:	4 th %:	4 th %:	4 th %:
5 th %:	5 th %:	5 th %:	5 th %:	5 th %:



Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	
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Restate Goal: 41% of Hispanic students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 40% of Economically Disadvantaged students will achieve meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring)	Checkpoint 3A:	Checkpoint 3B:	Checkpoint 4A:	



(January) 3 rd %: 4 th %: 5 th %:	(February) 3 rd %: 4 th %: 5 th %:	(March) 3 rd %: 4 th %: 5 th %:	(April) 3 rd %: 4 th %: 5 th %:	
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Restate Goal: 44% of continuously enrolled students will achieve meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - SPED, Hispanic, Eco Dis, Continuously Enrolled**.

Criteria:	Campus Plan:
Campus Goal for this area:	• The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science). • The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science). • The average of Approaches, Meets, and Masters for Eco Dis will be 38% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science). • The average of Approaches, Meets, and Masters for continuously enrolled students will be 45% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30

Staff responsible for updating these metrics (Names of staff responsible, position)	Melissa Johnson, Instructional Specialist Barbara Hirst, Instructional Specialist 5 th Grade Teacher (Science) Mrs. Martinez Lety Amalla, Principal Special Education Teacher, Christy Garbosa
Educational Interventions:	• Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • Title 1 funds have been set aside for Math tutoring beginning in the fall; \$10,000 + \$10,000 RLA
Allocation of Resources:	Required: Time Adjustments • Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • Math & RLA specialist will pull small groups to work with students Required: Funding Adjustments • Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000 + \$10,000 for Math • Campus Math & RLA specialist funded by district title II funds Required: Staffing Adjustments Campus Math & RLA specialist funded by district title II funds

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
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Restate Goal: The average of Approaches, Meets, and Masters for Hispanic students will be 41% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %:
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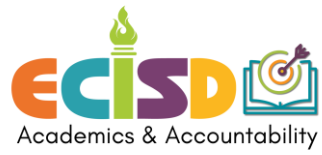
Restate Goal: The average of Approaches, Meets, and Masters for Eco Dis will be 38% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
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Restate Goal: The average of Approaches, Meets, and Masters for Continuously enrolled students will be 45% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science)

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math:	



3 rd %:	3 rd %:	3 rd %:	3 rd %:	
4 th %:	4 th %:	4 th %:	4 th %:	
5 th %:	5 th %:	5 th %:	5 th %:	
Science:	Science:	Science:	Science:	
5 th	5 th	5 th	5 th	

Area of need #4

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Growth – Hispanic, Eco Dis, Continuously Enrolled.**

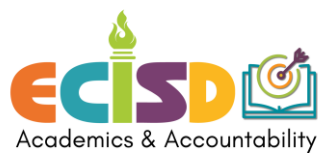
Criteria:	Campus Plan:
Campus Goal for this area:	• 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA. • 60% of Economically Disadvantaged students will meet or exceed expected academic growth on STAAR RLA. • 64% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Reading Specialist, Barbara Hirst Principal, Lety Amalla Special Education Teacher, Christy Garbosa

Educational Interventions:	• Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000
Allocation of Resources:	Required: Time Adjustments • Daily small group intervention during Tier 1 instruction / blended learning • Each teacher has a scheduled intervention time in the master schedule • RLA specialist will pull small groups to work with students Required: Funding Adjustments • Title 1 funds have been set aside for RLA tutoring beginning in the fall; \$10,000 • Campus RLA specialist funded by district title II funds Required: Staffing Adjustments • Campus RLA specialist funded by district title II funds

Data Monitoring:

Restate Goal: 62% of Hispanic students will meet or exceed expected academic growth on STAAR RLA.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
3 rd %:	3 rd %:	3 rd %:	3 rd %:	3 rd %:
4 th %:	4 th %:	4 th %:	4 th %:	4 th %:
5 th %:	5 th %:	5 th %:	5 th %:	5 th %:



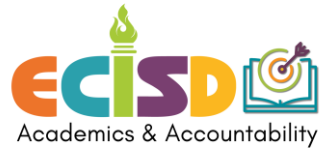
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	
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Restate Goal: 60% of Economically Disadvantaged students will meet or exceed expected academic growth on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 64% of continuously enrolled students will meet or exceed expected academic growth on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.