

Midland Independent School District
Burnet Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

PROGRESS FOR ALL!

Vision

We believe that all students at our campus will learn. We will strive to ensure that each student masters the essential skills necessary for learning success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Burnet Elementary is an elementary campus located in the southwest section of Midland. The campus serves approximately 630 students in grades prekindergarten through sixth grade including at least one bilingual class per grade level. The student population consists of students that live in the Burnet neighborhood as well as a significant number of students who live in rural areas and ride a bus to and from school. Specialized classes include two lifeSkills classrooms for students in kindergarten through sixth grades and two Pre-kindergarten classes, one bilingual and one regular. Burnet Elementary demographics are as follows: African American – 1%, Hispanic – 89%, White – 8%, LEP – 29%, Spec Ed – 7%, Economically Disadvantaged – 69%. Student demographics have remained fairly consistent, although Burnet Elementary does have a larger number of students who qualify as 'homeless' every year for the past 4 years. Daily Attendance rate was at approximately 95%.

Demographics Strengths

The Burnet Elementary student population is primarily Hispanic with a large number of economically disadvantaged students. A large number of students are bilingual even though they are not part of the bilingual program. In addition, Burnet serves a large number of bilingual students utilizing the late exit bilingual model. Students are generally eager to learn.

Although parent involvement is limited during the school day, the monthly children's performances draw rather large crowds as do other family events. Burnet families enjoy allowing their children to participate in special events.

Demographics Needs

Sixty nine percent of students that attend Burnet Elementary are Economically Disadvantaged. In a community where jobs are plentiful and typically higher paying than other communities, to have such a high poverty rate is indicative of many challenges that the students bring with them to the school. Teachers and staff will benefit with continued dialogue among each other regarding childhood poverty. Instructional strategies and teacher professional development need to be centered around the needs of our students in this group. Also, the ethnicity of the Burnet staff does not mirror the ethnicity of the students so it is important that all staff be able to recognize and understand cultural differences, eliminate biases and develop strong relationships with Burnet students.

Student Achievement

Student Achievement Summary

Burnet Elementary received a rating of Improvement Required for the 2014-2015 school year. STAAR 2015 data scores were well below the district average especially for our ELL student group and our economically disadvantaged student group. The following indices were missed: 1. Student Achievement - 51 (60), 2. Student Progress 28(30), 3. Closing Achievement Gaps - 23(26).

Lowest performing groups are: ELL, lowest performance by subject area: writing 33% (all students).

Student Achievement Strengths

4th grade writing scores increased in the All Students category from 33% to 38%, in the Hispanic category from 34% to 40%, and in the ELL category from 31% to 41%. Reading scores remained almost the same from 2014 to 2015.

Student Achievement Needs

4th grade writing scores increased in the All Students category from 33% to 38%, in the Hispanic category from 34% to 40%, and in the ELL category from 31% to 41%. Reading scores remained almost the same from 2014 to 2015.

School Culture and Climate

School Culture and Climate Summary

Burnet Elementary will focus primarily on school culture and climate through the use of "CHAMPS" initiated by the the district. Students that come from poverty lack structure, routines, and consistency. Behavioral issues arise due to these factors. Also, students are typically louder and more aggressive. The consistent use of CHAMPS and the rewarding of positive behavior will be the beginning of a positive school culture and climate. The leadership of Burnet will be one of democratic leadership. It is essential for all participants to be vested in the outcomes of the students. Teachers are the ones at the contact level with students, so it is imperative that the leadership use their expertise. We will focus on creating an environment of belonging. It is the expectation that all contribute for the benefit of the group.

School Culture and Climate Strengths

The campus has a strong core of veteran teachers that are committed to the success of the students at Burnet Elementary. They will be utilized as the driving force to continue to raise the level of expectation for not only students, but teachers and the leadership as well. We all must increase in order for the campus to begin to meet the needs of the children.

Dismissal procedures were completely revamped and will continue to be adjusted in order to ensure student safety. Rather than having one dismissal location, the decision was made to create an additional car pick up location. This will reduce the number of students walking through cars and will allow for the dismissal to be safer.

The use of standard attire for Burnet Elementary has been a positive and we will continue to monitor standard dress as the expectation.

School Culture and Climate Needs

An analysis of teacher perspective, student discipline and misbehavior was unacceptable if the expectation is high achievement. The behaviors were not conducive to high academic and behavioral expectations. It is imperative that the campus begin and implement "CHAMPS" with fidelity. The students need to come to a campus that is structured, safe, and orderly. Students need to be in a place where they feel safe in order for their guard to come down and begin to learn academically. High academic standards and high behavioral standards must both be achieved for improved achievement to occur.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Burnet Elementary staff includes approximately 60 staff members. We have added a kindergarten position due to the increase in the number of students and in an effort to keep the teacher to student ration less than 1 to 22. The majority of teachers meet Highly Qualified Status according to NCLB requirements. Burnet has a campus instructional coach and two reading interventionists. It is vital to the success of the teachers to have someone on campus daily that can provide instructional and curriculum support as well as small group reading instruction. Teacher turnover rate was minimal in 2015.

Staff Quality, Recruitment, and Retention Strengths

The Burnet teaching staff needs continued professional development as they continue to use Lead4Ward/STAAR4Ward and PLC systems. It is necessary to provide opportunities for teachers to study and implement both systems in addition to "teaching a lesson of excellence." The five components of the plan (data, analysis, planning a lesson, teaching a lesson, formative assessments, and analysis of a lesson) will be the focal point of the professional learning community meetings as well as data disaggregation. Also, Burnet teachers need to deepen their knowledge of TEKS/STAAR while being introduced to various strategies proven through brain research to increase student learning. Teacher Leader team was also developed to help facilitate in this process.

Staff Quality, Recruitment, and Retention Needs

Teacher turnover rate has decreased significantly in the last couple of years. Continued staff dialogue will be conducted to assist staff in meeting challenges that come with meeting the needs of children that come from poverty and students that are English Language Learners. New teachers need consistent support and oversight. The technical aspects of the job can be quite overwhelming and it is up to the leadership to provide the necessary support to lessen that for the new teachers. The campus assigns the reading interventionist and curriculum coach to assist and mentor the new teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Burnet Elementary utilizes the district recommended curriculum for all subject areas along with the Scope & Sequence all subjects. Reading/Writing teachers use district lessons posted on the website or the district adoption Journeys/Senders. Teachers in grades K-5 utilize the textbook adoption, Envision and other math resources. Science teachers utilize district lessons and textbook adoption but also have the flexibility to use other resources. Additional resources such as iStation, Imagine Learning English, Reach, AR, RenStar, IXI Math, and Inside are used with English Language Learners as appropriate. Additional interventions are also utilized for students struggling in Reading and/or Math.

Curriculum, Instruction, and Assessment Strengths

Students are assessed consistently in the areas of Reading, Writing, Math and Science using district assessments. Teachers and administrators discussed student data and progress during data meetings. Teachers also have access to multiple reports through Eduphoria to analyze student data in various forms.

Additional time for Curriculum, Instruction and Assessment collaborations is integrated into the campus master schedule for the 2015-16 school year. An emphasis will be placed on data analysis, planning a lesson, teaching a lesson, formative assessments, and analysis of a lesson. Lead4Ward/STAAR4Ward strategies and documents will be utilized.

Curriculum, Instruction, and Assessment Needs

The Burnet teaching staff needs continued professional development as they continue to use the Midland ISD Curriculum Management Plan. It is necessary to provide time and a setting to discuss the elements of the curriculum management plan. The five components of the plan (data, analysis, planning a lesson, teaching a lesson, formative assessments, and analysis of a lesson) will be the focal point of the professional learning community meetings. Also, Burnet teachers need to deepen their knowledge of TEKS/STAAR while being introduced to various strategies proven through brain research to increase student learning. Teacher Leader team was also developed to help facilitate in this process. Professional Development on Lead4Ward and Professional Learning Communities will be ongoing through job embedded activities.

Family and Community Involvement

Family and Community Involvement Summary

Burnet Elementary is made of students and families with warm hearts who truly care about their children's education. Burnet Elementary students benefit from a partnership between the school and First United Methodist as well as First Christian Church. School necessities such as school supplies, backpacks, winter wear, and snacks are provided through these partnerships.

Student performances are held monthly for each grade level and consistently yield a large crowd of family members. A Family Math/CATCH Night as well as a Cougar Festival were held as in previous school years. A 6th grade parent meeting was also held to help parents make informed decisions regarding their child's schedule for Junior High.

Family and Community Involvement Strengths

Additional efforts were made to encourage parent and community involvement at Burnet Elementary. A Literacy Day was held in order to invite volunteers from the district and community to read to classrooms of students.

Burnet elementary continues the use of student planners as a communication tool between home and school. The planners also serve as an organizational tool with information regarding homework and school events.

Family and Community Involvement Needs

The end-of-year parent survey revealed very few of our parents utilize tools such as TXGradebook, the campus website, or even have attended a Parent/Teacher conference. Additional efforts need to be made to ensure parents have access to these tools at home or on our campus. More opportunities for parents to discuss their child's progress with teachers needs to be offered as well.

Additional family events, such as Science Fair and Open House Evening, Grand Parents Day are in planning stages for the 2015-16 school year in order to encourage parent involvement.

School Context and Organization

School Context and Organization Summary

Burnet Elementary believes and supports the vision of the district, "Midland ISD will educate the future by maximizing the potential of every student." We also fully support the seven goals provided to us by the district and we continue to work to make those a reality. We intend to maximize the use of the Lead4Ward and PLC systems to assist teachers in providing the academic structure needed to increase our level of academic performance. We will also continue the use of "CHAMPS" with fidelity as our organizational structure to manage student behavior and expectations.

School Context and Organization Strengths

The teacher's desire to improve student performance is the foundation for our campus strength. Our mix of veteran staff and new staff will give us the opportunity to share ideas among seasoned teachers and new teachers. Our leadership appreciates the value in shared leadership and fully intends to promote self-starters and leadership among the teachers. The counselor is a veteran and knows the community well. She will be instrumental in ensuring the new leadership gets acquainted with hidden norms thus keeping the leadership from unintended negative consequences.

The office staff, cafeteria staff, and custodial staff are veterans and have done a remarkable job and will continue to support the advancement of the vision through their dedication to the students.

School Context and Organization Needs

Burnet will continue to include a collaboration block of time twice each 6 weeks during the school day. Funds were allocated in the budget for 2015-2016 to provide substitutes as needed in order for teachers to have Curriculum, Instruction and Assessment meetings at least once every 6 weeks. More time for vertical collaboration will be given during after-school staff development sessions. The focal points must be the curriculum management plan and how it gives us structure for everything we do academically.

Also, continued dialogue among teachers to ensure we are meeting the needs of all students (ELL, SPED, and High poverty) needs to continue.

Transition time was an area of need and the campus. The room assignments were changed to better meet the needs of the students where there would be less time during transitions.

Technology

Technology Summary

All classrooms are equipped with a Smart Board, 5 student computers, projectors, and a document camera. Classrooms in grades 3-6 have Learnpads. Burnet Elementary has a computer lab and a Student Response System that is primarily used in 5th & 6th grades. It is a tool that will be used for instructional purposes and investigations by the students. All teachers have an IPAD for instructional purposes.

Technology Strengths

Staff members report their knowledge and ability to incorporate technology into classroom instruction is increasing. Staff members also report they are improving in their own technology skills. The district provides on-line tutorials as well as technology classes to assist teachers with various components of technology.

Technology Needs

Technology equipment has been updated. Two campus technologists have been identified and will serve teachers with basic technology needs. Burnet elementary recognizes the need for students to be competitive with others across the state and country by being provided more opportunities to use technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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




- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Burnet will support high academic standards.

Performance Objective 1: 100% of Burnet Elementary students identified in a special population group will be involved in a differentiated program and will have the same opportunities for high academic achievement as all students.

Summative Evaluation: 70% or higher passing rate on all state assessments and campus/district assessments.




Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) ELLs, special education, and students with dyslexia tendencies will receive small group instruction utilizing district and campus provided resources (IXL-Math, Target Board, Text Levelled Readers, Accelerated Reader, Math Manipulatives, FLOWcabulary, Language Live, Project Read).</p>	1, 2, 3, 7, 8, 9	Principal, assistant principal, bilingual teachers, bilingual support staff, gen. ed. teachers, reading specialists, sped teacher, dyslexia teacher	Increased TELPAS ratings and 70% and higher passing rate on all state assessments and campus/district assessments, report cards, progress reports.				
Funding Sources: 263 Title III, Bilingual							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Identified ELL students will be placed in a bilingual program and will receive differentiated instruction and linguistic accommodations to increase academic achievement.</p>	1, 2, 3, 7, 8, 9	Administrators, bilingual teachers, ESL teacher, classroom teachers.	Increased TELPAS ratings and 70% and higher passing rate on all state assessments and campus/district assessments, report cards, progress reports.				
Funding Sources: 263 Title III, Bilingual							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Identified ELL students that require ESL services will receive ESL instruction in a pull out program as well as tutorials before, during, and/or after school, Saturday School.</p>	1, 2, 3, 7, 8, 9	ESL teachers, bilingual teachers, gen. ed. teachers, principal, asst.principal,	Increased TELPAS ratings and 70% and higher passing rate on all state assessments and campus/district assessments, report cards, progress reports.				
Funding Sources: 263 Title III, Bilingual							










<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Students who have been denied Bilingual/ESL services by their parents will receive appropriate academic interventions and progress monitoring before, during, and/or after school, Saturday School.</p>	1, 2, 3, 7, 8, 9	Classroom teachers, bilingual teachers, assistant principal, instructional curriculum coach, campus and district reading interventionists.	Improved performance by LEP students on state assessments 70% passing rate, TELPAS and Woodcock Munoz, running records, progress reports, report card.				
Funding Sources: 211 Title 1, 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Response to intervention time will be allotted each day (before, during, or after school tutorials) to meet the needs of at-risk students. We will use research-based interventions for reading including LLI, Istation, Language Power, Building Vocabulary, Guided Reading Text Leveled Readers and Imagine Learning. We will use research-based interventions for math including Math Targeted Intervention, Accelerated Math, Target Board, IXL, Math Manipulatives</p>	1, 2, 3, 7, 8, 9	Classroom Teachers, Instructional Coach, Reading Inteventionists, Principal, Assistant Principal	increased student performance noted on each progress monitoring assessment which transfers to 70% or higher passing rate on all state assessments and campus/district assessments.				
Funding Sources: 211 Title 1, 199 Local, Grants - \$20000.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Students will participate in general education classrooms with the use of differentiated instruction to meet their individual needs. Before, during and after school tutorials.</p>	1, 2, 3, 7, 8, 9	Classroom teachers, assistant principal, principal, instructional curriculum coach, campus and district reading interventionist, special education teacher.	80% or higher passing rate on all state assessments and campus/district assessments, report card, progress reports, running records, IEP progress.				
Funding Sources: Grants							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) Special education teacher will use a continuum of instructional settings as appropriate, in order for students to be included in the general education classrooms with a higher success rate.</p>	1, 2, 3, 7, 8, 9	Classroom and special ed teachers, assistant principal, principal, special education support staff, reading interventionist.	70% or higher passing rate on all state assessments and campus/district assessments, pogram reports, report cards, IEP progress reports.				
Funding Sources: IDEA - Special Ed.							
<p>8) Project Think teacher will work with students identified as gifted and talented in Kindergarten and first grade in a pull out program.</p>	3	Project Think Teacher	70% or higher passing rate on all campus/district assessments.				
Funding Sources: 211 Title 1							
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Burnet will uniformly use effective instructional strategies.

Performance Objective 1: Burnet Elementary will focus on the use of research based strategies to improve ELAR and SLAR achievement.

Summative Evaluation: 70% or higher passing rate on all state assessments and campus/district assessments.









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers in Kinder through 5th grade will have on-going job embedded professional development in various research based strategies in ELAR and SLAR, Lead4Ward/STAAR4Ward strategies, F & P benchmark assessment and unit planning. New teachers in Kindergarten through 2nd grade will have training in LLI. In addition, campus reading interventionists will pull small reading groups in a push in model in kinder through 6th grades to assist with below grade level readers (\$45,000 salary).</p>	1, 2, 4, 7, 8	K-6 Classroom teachers, instructional coach, district coaches and assistant principal, district and campus reading interventionists	70% or higher passing rate on all state assessments and campus/district assessments, report cards, progress reports, running records, F & P data mats, individual student progress charts for reading.				
Funding Sources: 211 Title 1 - \$89000.00, Grants - \$30000.00							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will use response to intervention time to improve reading fluency and comprehension for the lowest performing readers using LLI (K-3) and small group reading intervention, Imagine Learning for ELLs and K, 1st, 2nd, and 3rd grade students. In addition, the Accelerated Reader program will be utilized to increase reading fluency and comprehension.</p>	1, 3, 8, 9	Classroom teachers, reading interventionists, principal, and assistant principal	70% or higher passing rate on all state assessments and campus/district assessments., grades, progress reports, running records.				
Funding Sources: Grants, 199 Local							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Students identified as low performing in reading based on (istation, F & P, previous STAAR results) will be placed in a small group for LLI(K-3) or small group reading instruction (4-6). In addition, the Accelerated Reader program will be utilized to increase reading fluency and comprehension.</p>	1, 8, 9	Classroom teachers, reading interventionists, principal	70% or higher passing rate on all state assessments and campus/district assessments, grades progress reports, running records, IStation assessments.increased text reading levels, increased reading fluency and comprehension reading proficiency assessment reports				
Funding Sources: Grants, 199 Local							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Burnet students will use iStation, Imagine Learning, Accelerated Reader, Study Buddies and flocabulary to enhance reading performance and vocabulary. They will also have the opportunity to participate in Saturday Success Academies, after school tutoring, and before school tutoring.</p>	1, 8, 9	Classroom teachers and reading interventionists, district and campus reading interventionist, principal, assistant principal.	70% or higher passing rate on all state assessments and campus/district assessments, grades progress reports, running records, IStation assessments.increased text reading and lexile levels, increased reading performance.				
Funding Sources: 211 Title 1, 199 Local							
<p align="center">State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Burnet teachers will continue to use the balanced literacy approach throughout the literacy block. Job embedded professional development and collaboration will be provided to ensure quality balanced literacy instruction is continued on a consistent basis (Daily Five Book Study).</p>	1, 4, 8, 9	K-5 Classroom teachers, instructional curriculum coach, campus and district reading interventionists, substitute teachers, principal, assistant principal.	70% or higher passing rate on all state assessments and campus/district assessments, grades progress reports, running records, IStation assessments.				
Funding Sources: 211 Title 1, 199 Local, Grants							
<p align="center">State System Safeguard Strategies</p> <p>6) Burnet will utilize the library and guided reading library to enhance reading instruction and will purchase additional fiction and nonfiction books in Spanish and English.</p>	2	librarian, instructional coach, classroom teachers, principal, assistant principal	70% or higher passing rate on all state assessments and campus/district assessments, grades progress reports, running records, IStation assessments.				
Funding Sources: Grants - \$5000.00							
<p align="center">State System Safeguard Strategies</p> <p>7) An outside consultant will provide professional development (PLC, classroom onsite, 6 hr. training on 6 Writing Trait Book) to 3rd and 4th grade teachers on the 6 traits of writing and STAAR writing scoring rubrics as well as revising and editing strategies.</p>	1, 4, 9	3rd and 4th grade teachers, principal, assistant principal, instructional curriculum coach	70% or higher passing rate on all state assessments and campus/district assessments, grades progress reports, running records, IStation assessments.				
Funding Sources: 211 Title 1 - \$38000.00, Grants - \$13500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Burnet will uniformly use effective instructional strategies.

Performance Objective 2: Burnet Elementary will focus on research based strategies to improve math achievement.







Summative Evaluation: 80% or higher passing rate on all state assessments and campus/district assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will have on-going training in the use of Accelerated Math, study buddies, and new math TEKS. In addition, they will receive professional development on the Lead4Ward system to identify critical knowledge and skills to target instruction. Before, during, and after school tutorials as well as Saturday School and day time tutors will be utilized .</p>	1, 3, 4, 8, 9	classroom teachers, math teachers, campus instructional curriculum coach, district math coaches, principal, assistant principal.	70% or higher passing rate on all state assessments and campus/district assessments, grades, progress reports, Accelerated Math reports.				
Funding Sources: Grants, 211 Title 1							
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will utilize math academic vocabulary (Lead4Ward and IXL), technology and math manipulatives to improve student understanding of math concepts.</p>	1, 3, 8, 9	classroom teachers, math teachers, math coaches, campus curriculum coach, principal, assistant principal.	70% or higher passing rate on all state assessments and campus/district assessments, grades, report cards, Accelerated Math assessment reports.				
Funding Sources: 199 Local, Grants							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) The campus will utilize a campus leadership team (10 members) to effectively roll out campus and district initiatives to the rest of the campus - Lead4Ward, Data Digs, Campus Culture (student discipline strategies) instructional strategies. They will utilize job embedded professional development strategies, they will be trained by campus administration and they will turn around and train grade level teams and special area teacher. Each lead teacher will receive a \$ 2000.00 stipend per year.</p>	1	Campus Leadership Team Campus Administrators	Job embedded professional development sign in sheets, campus leadership team meeting sign in sheets, student assessment data				
Funding Sources: Grants - \$20000.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Burnet will uniformly use effective instructional strategies.

Performance Objective 3: Burnet Elementary will focus on research based strategies to improve science achievement.







Summative Evaluation: 80% or higher passing rate on all state assessments and campus/district assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will use textbook adoption, Discovery Education, Lead4ward and study buddies to enhance science instruction.</p>	3	classroom teachers, science teachers, science coach, campus curriculum coach, principal, assistant principal.	70% or higher passing rate on all state assessments and campus/district assessments., grades, progress reports.				
Funding Sources: Grants							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Burnet will uniformly use effective instructional strategies.

Performance Objective 4: Burnet Elementary will focus on research based strategies to improve social studies achievement.

Summative Evaluation: 70% or higher passing rate on all campus/district performance indicators.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Social studies will be integrated throughout the curriculum where applicable to ensure relevance and thorough instruction.</p>	1, 3, 8, 9	classroom teachers, campus curriculum coach, principal, assistant principal.	70% or higher passing rate on all campus/district performance indicators, grades, teacher made assessments, progress reports.				
Funding Sources: 199 Local							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Burnet will recruit, develop, and support highly motivated staff members who maximize student success.

Performance Objective 1: Burnet administrators and HR personnel will uniformly recruit, develop and support highly motivated staff members who maximize student success.










Summative Evaluation: 70% or higher passing rate on all state assessments and campus/district assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Administration will seek to hire highly qualified teachers and staff and provide professional development throughout the year to foster job embedded professional learning and increase teacher expertise.</p>	4, 5	Principal, assistant principal and instructional curriculum coach	Administration will monitor teachers to assure they are making progress and needs are met. Administration will encourage new teachers to meet with mentors and experienced teachers to meet with grade level teams or other professionals to continue growth. PDAS data will also be monitored.				
Funding Sources: 211 Title 1, Grants, 199 Local							
2) An interview committee consisting of administrators and teachers will interview applicants for teaching positions. Campus administration will promote the different hiring incentives such as sign-on bonus, housing incentives, bilingual stipend.	3, 5	Principal and assistant principal	Evidence of interview questions				
<p>Critical Success Factors CSF 7</p> <p>3) First year teachers are mentored by experienced teachers to ensure a successful first year of teaching.</p>	1, 2, 5	principal and mentor teachers	Mentors and mentees attend all campus and district meetings.				
Funding Sources: 211 Title 1, 199 Local							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Staff will receive professional development (a total of 8 days) from Solution Tree trainers on Professional Learning Communities to facilitate collaboration at the campus level.</p>	1, 2, 4, 8, 9	classroom teachers, instructional coach, principal and assistant principal	70% or higher passing rate on all state assessments and campus/district assessments.				
Funding Sources: 211 Title 1, 199 Local, Grants							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Grade level teams (k-3) and Vertical teams (4-6) will meet for CIA days every 6 weeks (1/2 day). Teams will plan with the end in mind using an instructional planning method (Lead4Ward system, Collaborative Team Structure). Subs will be needed to cover classrooms.</p>	8, 9	classroom teachers, instructional curriculum coach, district coaches, and principal	70% or higher passing rate on all state assessments and campus/district assessments.				
Funding Sources: Grants, 211 Title 1, 199 Local							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Burnet will identify and train a campus leadership team to assist with the strategic development of activities for continuous improvement. They will receive PLC and Lead4Ward training in order to train grade level teams for effective implementation. They assist with the training of the all staff. A stipend will be paid to the members of the leadership team. Subs may be required and funded through Priority Grant and Title I funds.</p>	1, 2, 4, 5	Leadership team	Meeting minutes and agendas from CLT meetings				
<p>Funding Sources: 211 Title 1, Grants</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Burnet will prepare technologically advanced students.

Performance Objective 1: 100% of Burnet Elementary classrooms will utilize technology for students and teachers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will receive support from district instructional technology coach to enhance instruction using technology in the classroom. In addition, two campus technologists will be available for immediate technology needs on campus. Campus technologies will be paid a stipend of \$500.00 each per semester.</p>	3, 4	Principal, assistant principal, classroom teachers, campus instructional coach, district technology coach, campus technologists	Teacher proficiency in the use of technology.				
Funding Sources: 211 Title 1 - \$2000.00, 199 Local							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Burnet will support the use of SmartBoards in all instructional areas and learn pads for students 3rd through 6th grades.</p>	1, 9	classroom teachers, principal assistant principal	technology use, walkthroughs				
Funding Sources: 211 Title 1, 199 Local							
<p>3) 3rd-6th graders will utilize Learn Pads throughout the instructional day. The campus will utilize head phones to enhance the individualized instruction that is utilized by the Learn Pads</p>	2, 9	3rd- 6th grade teachers					
Funding Sources: 211 Title 1							
<p>4) Burnet will use the computer lab to enhance instruction in all subject areas.</p>	2, 9	classroom teachers					
Funding Sources: 211 Title 1							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Burnet will provide facilities that support exemplary learning environments

Performance Objective 1: 100% of Burnet Elementary students and teachers will participate in learning environments that are safe, drug free, conducive to learning, and promote a healthy lifestyle.

Summative Evaluation: Reduction in office referrals by 10%

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Burnet will participate in various activities throughout Red Ribbon Week.	2	Counselor, Classroom teachers, Principal and assistant principal	Reduction in office referrals by 10%				
Funding Sources: 211 Title 1							
Critical Success Factors CSF 6 CSF 7 2) Burnet will utilize a campus discipline plan, CHAMPS.	2	Counselor, classroom teachers, principal and assistant principal	Reduction in office referrals by 10%				
Funding Sources: 211 Title 1, 199 Local, Grants							
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Through the RtI process, teachers will identify students that require behavioral intervention and will develop behavioral intervention plans.	1, 2	Campus behavior team, district behavioral specialist, district RTI coordinator	Reduction in office referrals by 10%				
Funding Sources: 211 Title 1, 199 Local							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Burnet will provide facilities that support exemplary learning environments











Performance Objective 2: 100% of Burnet Elementary students will be exposed to college awareness activities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Burnet will educate students each morning about various colleges in our state during Go Get It week as well as during morning assembly.</p>	2	Counselor, classroom teachers, assistant principal and principal	increased student performance				
Funding Sources: 211 Title 1, 199 Local							
<p>Critical Success Factors CSF 6</p> <p>2) Burnet students and staff will wear College shirts each Monday.</p>	2	Principal, assistant principal, and teachers	increased student performance				
Funding Sources: 199 Local							
<p>3) 3) Burnet 6th grade students will visit UTPB to learn about a 4-year university.</p>		6th grade teachers, counselor					
Funding Sources: 199 Local							
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 6: Burnet will fully develop positive partnerships with Midland's community and business organizations.

Performance Objective 1: Burnet will provide opportunities for 100% of parents to be involved in their child's education.









Summative Evaluation: Parental, Business and Community involvement will increase 20% in activities at both the campus and grade level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Burnet will partner with First United Methodist Church and First Christian Church to support the needs of teachers and students.</p>	6	Counselor and principal	sign in sheets, meeting minutes/notes				
Funding Sources: Donations							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Burnet will provide opportunities for parents to get involved in their child's education by having a Family Math and Reading Night and Spelling Bee.</p>	1, 6	Classroom teachers, instructional coach and principal	Meeting sign in sheets				
Funding Sources: 211 Title 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Burnet will provide the opportunities for Spanish speaking parents to take ESL classes after school using the Rosetta Stone language learning program.</p>	6	Principal and assistant principal, bilingual teachers	sign in sheets				
Funding Sources: Grants - \$3500.00							
<p>Critical Success Factors CSF 5</p> <p>4) Burnet will work with the Midland PTA Council and interested parents to maintain the Burnet PTA.</p>	2, 6	Principal, teachers, parents	PTA meeting minutes and sign in sheets				
Funding Sources: 199 Local							
<p>5) Burnet will pay a stipend to a staff member to act as a parent liaison.</p>							
Funding Sources: 211 Title 1 - \$2000.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Burnet will exercise fiscal responsibility.

Performance Objective 1: Burnet Elementary will stay within allocated budget for the 2014-2015 school year.

Summative Evaluation: CEIC and budget meetings held monthly.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) Procedures and protocols will be developed and followed strictly for the handling of money by staff</p>	10	Principal, fundraising committees	0 finds during the monthly reconciliation reports 0 finds in the end of the year financial check out.				
2) 2) CEIC/Campus Leadership Team will meet at least 6 times per year to review budget.	10	CEIC members	sign in sheets and minutes from meeting				
3) 3) Principal and secretary will reconcile budget on a monthly basis.	10	Principal and secretary	balanced budget				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	ELLs, special education, and students with dyslexia tendencies will receive small group instruction utilizing district and campus provided resources (IXL-Math, Target Board, Text Levelled Readers, Accelerated Reader, Math Manipulatives, FLOWcabulary, Language Live, Project Read).
1	1	2	Identified ELL students will be placed in a bilingual program and will receive differentiated instruction and linguistic accommodations to increase academic achievement.
1	1	3	Identified ELL students that require ESL services will receive ESL instruction in a pull out program as well as tutorials before, during, and/or after school, Saturday School.
1	1	4	Students who have been denied Bilingual/ESL services by their parents will receive appropriate academic interventions and progress monitoring before, during, and/or after school, Saturday School.
1	1	5	Response to intervention time will be allotted each day (before, during, or after school tutorials) to meet the needs of at-risk students. We will use research-based interventions for reading including LLI, Istation, Language Power, Building Vocabulary, Guided Reading Text Leveled Readers and Imagine Learning. We will use research-based interventions for math including Math Targeted Intervention, Accelerated Math, Target Board, IXL, Math Manipulatives
1	1	6	Students will participate in general education classrooms with the use of differentiated instruction to meet their individual needs. Before, during and after school tutorials.
1	1	7	Special education teacher will use a continuum of instructional settings as appropriate, in order for students to be included in the general education classrooms with a higher success rate.
2	1	2	Teachers will use response to intervention time to improve reading fluency and comprehension for the lowest performing readers using LLI (K-3) and small group reading intervention, Imagine Learning for ELLs and K, 1st, 2nd, and 3rd grade students. In addition, the Accelerated Reader program will be utilized to increase reading fluency and comprehension.
2	1	3	Students identified as low performing in reading based on (istation, F & P, previous STAAR results) will be placed in a small group for LLI(K-3) or small group reading instruction (4-6). In addition, the Accelerated Reader program will be utilized to increase reading fluency and comprehension.
2	1	5	Burnet teachers will continue to use the balanced literacy approach throughout the literacy block. Job embedded professional development and collaboration will be provided to ensure quality balanced literacy instruction is continued on a consistent basis (Daily Five Book Study).
2	1	6	Burnet will utilize the library and guided reading library to enhance reading instruction and will purchase additional fiction and nonfiction books in Spanish and English.

Goal	Objective	Strategy	Description
2	1	7	An outside consultant will provide professional development (PLC, classroom onsite, 6 hr. training on 6 Writing Trait Book) to 3rd and 4th grade teachers on the 6 traits of writing and STAAR writing scoring rubrics as well as revising and editing strategies.
2	2	1	Teachers will have on-going training in the use of Accelerated Math, study buddies, and new math TEKS. In addition, they will receive professional development on the Lead4Ward system to identify critical knowledge and skills to target instruction. Before, during, and after school tutorials as well as Saturday School and day time tutors will be utilized .
2	2	2	Teachers will utilize math academic vocabulary (Lead4Ward and IXL), technology and math manipulatives to improve student understanding of math concepts.
2	3	1	Teachers will use textbook adoption, Discovery Education, Lead4ward and study buddies to enhance science instruction.

2015-2016 Campus Leadership Team

Committee Role	Name	Position
Principal	Lety Amalla	Principal
Assistant Principal	Maritha Purperhart	Asst. Principal
Classroom Teacher	Cosme Casillas	4th Grade
Classroom Teacher	Laura Aguero	Bilingual Rep
Classroom Teacher	Tricia Bryand	5th Grade
Classroom Teacher	Abel Carrasco	2nd Grade
Classroom Teacher	Natalie Hawks	6th Grade
Classroom Teacher	Shameka Johnson	3rd Grade
Classroom Teacher	Danielle Leon	Kinder
Classroom Teacher	Rocio Luna	1st Grade
Counselor	Celina Rodriguez	Counselor/Special Areas
Non-classroom Professional	Alicia Johnson	Campus Curriculum Coach
Non-classroom Professional	Melissa Schwartz	Reading Interventionist

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
2	1	1	Campus Instructional Coach and Campus Interventionist		\$89,000.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7	PLC and Writing Consultants		\$38,000.00
2	2	1			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$2,000.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
6	1	2			\$0.00
6	1	5			\$2,000.00
Sub-Total					\$131,000.00

199 Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	2			\$0.00
2	4	1			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
6	1	4			\$0.00
Sub-Total					\$0.00
263 Title III, Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00

					Sub-Total	\$0.00
IDEA - Special Ed.						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	7				\$0.00
					Sub-Total	\$0.00
Donations						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
6	1	1				\$0.00
					Sub-Total	\$0.00
Grants						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	5				\$20,000.00
1	1	6				\$0.00
2	1	1	Campus Interventionist			\$30,000.00
2	1	2				\$0.00
2	1	3				\$0.00
2	1	5				\$0.00
2	1	6				\$5,000.00
2	1	7	Writing Consultant			\$13,500.00
2	2	1				\$0.00
2	2	2				\$0.00
2	2	3				\$20,000.00
2	3	1				\$0.00
3	1	1				\$0.00
3	1	4				\$0.00
3	1	5				\$0.00
3	1	6				\$0.00
5	1	2				\$0.00

6	1	3			\$3,500.00
Sub-Total					\$92,000.00
Grand Total					\$223,000.00