Brownsville Independent School District

Burns Elementary

Improvement Plan

2020-2021

Mission Statement

"The vision of Burns Elementary School is to provide our students with a solid foundation, and participate in their development by providing them with a balanced education. A Burns student will become an independent thinker, a fluent reader, a productive community member, and carry with him/her a lifelong desire for learning."

Vision

Produce high quality students equipped to meet the challenges for post-secondary education, college, and the workplace.

Table of Contents

Comprehensive Needs Assessment 5
Needs Assessment Overview 5
Demographics 6
Student Learning 8
School Processes & Programs 11
Perceptions 14
Priority Need Statements 16
Comprehensive Needs Assessment Data Documentation 20
Goals 22
Goal 1 : BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11). 22
Goal 2 : The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) 36
Goal 3 : The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6) 38
Goal 4 : All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) 45
Goal 5 : School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) 46
Goal 6 : The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1) 51
Goal 7 : Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9) 61
Goal 8 : Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10) 66
Goal 9 : Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3) 72
State Compensatory 85
Personnel for Burns Elementary 85
Title I Schoolwide Elements 86
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 86
1.1: Comprehensive Needs Assessment 86
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 86

2.1: Campus Improvement Plan developed with appropriate stakeholders 86
2.2: Regular monitoring and revision 86
2.3: Available to parents and community in an understandable format and language 87
2.4: Opportunities for all children to meet State standards 87
2.5: Increased learning time and well-rounded education 88
2.6: Address needs of all students, particularly at-risk 88
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 89
3.1: Develop and distribute Parent and Family Engagement Policy 89
3.2: Offer flexible number of parent involvement meetings 89
Title I Personnel 91
Plan Notes 92
2020-2021 Site Based Decision Making Committee 94

Comprehensive Needs Assessment

Revised/Approved: May 22nd 2020

Needs Assessment Overview

Marylyn E. Burns Elementary, "Where Success Begins," is located in the northwest part of Brownsville, Texas and is currently one of the largest elementary schools in the district. The school is named after the late Marylyn E. Burns. Marylyn E. Burns taught English for more than 20 years at Brownsville and Hanna High Schools, until her death in 1981. She was also a former drum major for the Brownsville High School Golden Eagle Band. When Principal Raul Vasquez opened the doors to Burns Elementary, 750 students experienced something new within BISD. The school had the first air-conditioned classrooms in the district. Burns Elementary School. The school opened its doors in 1983 and currently serves 800+ students in the grades early childhood (3-year-old) through fifth. Burns offers a variety of special programs in an effort to meet the needs of a diverse student population. Some of the programs include Dyslexia Reading Lab, Gifted and Talented (GT) Education, Inclusion, Resource, Life Skills 1st-5th grade Unit (LS), Pre-School Program for Children with Disabilities (PPCD), Regional School for the Deaf (PPCD) unit, tutorials for all students, STAAR pullouts, Title I programs, Response to Intervention (RTI), Extended Day Enrichment Program, and Computer Assisted Instruction. Burns also has a strong athletic program, which include a Running Club, Volleyball team, NFL Flag Football team, Soccer team and Track and Field. In the academic arena, Burns participates in UIL, Science Fair and Brainsville. Burns has the following clubs: Code Club, Helping Hands Club, Ballroom Dancing, and Cheerleading. Currently, Burns enrollment is 808 students. The staff is comprised of thirty-six teachers, four administrators (principal, 2 assistant principals, and 1 dean of instruction), two counselors; four support staff members (Dyslexia, Librarian, Music, Art,), two physical education coaches, twenty-one para-professionals, and five custodians. Burns Elementary has an active and motivated group of teachers who monitor student success. As reported in the 2017-2018 TEA Accountability Summary, the student population includes: 98.1% Hispanics, 1.6% White, and 0.3% Asian; 97.9% Economically Disadvantaged, 2.1% Non-Educationally Disadvantage, 43% Limited English Proficient (LEP), and 61.4% At-Risk. The Attendance Rate is 96.9% for all students and 96.7% for at-risk students. Moreover, the Retention Rate is 20.4% for all and at-risk students.

Demographics

Demographics Summary

Marylyn E. Burns Elementary, "Where Success Begins," is located in the northwest part of Brownsville, Texas and is currently one of the largest elementary schools in the district. The school is named after the late Marylyn E. Burns. Marylyn E. Burns taught English for more than 20 years at Brownsville and Hanna High Schools, until her death in 1981. She was also a former drum major for the Brownsville High School Golden Eagle Band. When Principal Raul Vasquez opened the doors to Burns Elementary, 725 students experienced something new within BISD. The school had the first air-conditioned classrooms in the district. Burns Elementary School. The school opened its doors in 1983 and currently serves 700+ students in the grades early childhood (3-year-old) through fifth. Burns offers a variety of special programs in an effort to meet the needs of a diverse student population. Some of the programs include Dyslexia Reading Lab, Gifted and Talented (GT) Education, Inclusion, Resource, Life Skills 1st-5th grade Unit (LS), Pre-School Program for Children with Disabilities (PPCD), Regional School for the Deaf (RSFD) unit, tutorials for all students, STAAR pullouts, Title I programs, Response to Intervention (RTI), Extended Day Enrichment Program, and Computer Assisted Instruction. Burns also has a strong athletic program, which include a Running Club, Volleyball team, NFL Flag Football team, Soccer team and Track and Field. In the academic area, Burns participates in UIL, Spelling Bee, Science Fair, Brainsville, and Destination Imagination. Burns has the following clubs: Code Club, Helping Hands Club, and Cheerleading. Currently, Burns enrollment is 725 students. The staff is comprised of forty-two teachers, four administrators (principal, 1 assistant principal, and 1 dean of instruction), two counselors; four support staff members (Dyslexia, Librarian, Music, Art,), two physical education coaches, twenty-one para-professionals, and five custodians. Burns Elementary has an active and motivated group of teachers who monitor student success. As reported in the 2018-2019 TEA Accountability Summary, the student population includes: 98.1% Hispanics, 1.6% White, and 0.3% Asian; 97.9% Economically Disadvantaged, 2.1% Non-Educationally Disadvantage, 43% Limited English Proficient (LEP), and 61.4% At-Risk. The Attendance Rate is 96.9% for all students and 96.7% for at-risk students. Moreover, the Retention Rate is 20.4% for all and at-risk students.

Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee. Burns Elementary met AMAO1 and AMAO2 for LEP population. 2018-2019 EOY data revealed the following: Pre-K students Met District standard of 70% or better in all skills. Kinder at EOY Met/exceeded District standard of 70% or better student attainment on phonics, and listening comprehension. Moreover, 1st grade at EOY Met/exceeded District standard of 70% or better student attainment in phonics development while 2nd grade students did not meet District standard of 70% of better student attainment in any of the tested TPRI skills. In regards to STAAR, our 5th grade students Index 1 passing percentage of 100% in Math showed that they improved from the 2018 scores an increased in the Reading to a 87%. Furthermore, this was no need for 5th grade students requiring accelerated instruction in Math, and there was a decrease in the amount of students needing accelerated instruction. Students are awarded at the end of every Six Weeks and at the End of the Year through an awards ceremony.

Need Statements Identifying Demographics Needs

Need Statement 3: There is a need for our attendance rate to be monitored and improved. Demographics CNA Strategies: 6.1.2,6.1.4,9.1.1,9.3.2 **Data Analysis/Root Cause:** The attendance rate for Burns is 96.9%, a slight increase from previous year, but still below 97.5%.

Need Statement 4: There is a need on expansion of programs and services supporting parental involvement. Demographics CNA Strategies:6.1.3,6.1.5,6.1.7,6.1.9,6.1.10 **Data Analysis/Root Cause:** Burns has had lower parent participation compared to previous years because our campus has not had a reliable parent liaison on campus.

Need Statement 5: There is a need on the use of appropriate technologies to improve areas of learning. Demographics CNA Strategies: 8.1.1, 8.1.2, 8.1.4 **Data Analysis/Root Cause:** Technology is not being obsoleted on a regular basis and purchase of technology equipment has barely started to take place this past school year.

Need Statement 6: There is a need to support teacher retention and improve school climate and provide teacher incentives. Demographics CNA Strategies:3.2.1, 3.2.2, 3.3.1 **Data Analysis/Root Cause:** Not having consistent campus principal position, has led to low school morale.

Student Learning

Student Learning Summary

Critical to the academic success of Burns Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Administrators and teachers look as students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The SBDM meets to disaggregate assessment data and discuss campus needs.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review data, best practices will be used to address the priority areas of need. Objectives of the District Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

Primary Grade Levels

Grades: K-2

Non-Special Education Rates of Retention: K (1.1%), Grade 1 (9.7%), Grade 2 (6.6%). Reported grade levels are higher than state percentages.

Special Education Rates of Retention: Kinder (0%), Grade 1 (0%), and Grade 2 (0%).

Upper Grades

STAAR Summary of 3rd-5th Grades Tested

Math- All Students (85%), At-Risk (70%), Economically Disadvantaged (85%), Hispanic (85%), White (*), Female (91%), Male (86%), Gifted and Talented (100%), LEP (76%), Migrant (-), Special Education (68%)

Reading- All Students (74%), At-Risk (60%), Economically Disadvantaged (74%), Hispanic (74%), White (*), Female (80%), Male (70%), Gifted and Talented (100%), LEP (50%), Migrant (-), Special Education (24%)

Writing- All Students (63%), At-Risk (56%), Economically Disadvantaged (63%), Hispanic (63%), White (*), Female (76%), Male (65%), Gifted and

Talented (-), LEP (48%), Migrant (-), Special Education (25%)

Science- All Students (92%), At-Risk (88%), Economically Disadvantaged (92%), Hispanic (92%), White (*), Female (98%), Male (88%), Gifted and Talented (100%), LEP (88%), Migrant (-), Special Education (76%)

The trends indicate (when all students performance was compared with all students) our LEP and At-Risk sub-populations are lagging behind all student groups in the areas of Reading and Writing of the STAAR Test.

Student Learning Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee. All 3rd-5th grade teachers have been trained and access student data on TANGO. Data is disagregated to plan instruction and meet the needs of our students. Campus and district data (i.e. TPRI/TEJAS Lee, CPM, Benchmarks, Progress Monitoring Assessments) are used to improve instruction. BOY data at the beginning of the year is used to map out insructional plans by six weeks. Teachers frame a common language by planning and setting high expectations for all of our students. Students are taught by teachers who have received high quality, research based Professiona Development at the campus, district, and state level. PD is on-going and effectively targets the areas of need at Burns Elementary.

Need Statements Identifying Student Learning Needs

Need Statement 1: Appropriate use of technology must be in place to accommodate all our student population, especially due to Covid-19 as a need of preparation. Student Learning CNA Strategies:1.2.3,5.1.2 **Data Analysis/Root Cause:** Not having sufficient devices to accommodate every student on campus to fulfill instructional needs.

Need Statement 7: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4 **Data Analysis/Root Cause:** Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.

Need Statement 8: There is a need to accelerate instruction and provide interventions to close performance gaps through extended day tutorial program. Student Learning CNA Strategies: 1.1.1,1.1.2,1.3.1,3.1.1 **Data Analysis/Root Cause:** Burns has a 67.5% at-Risk population which is higher than district and state level.

Need Statement 9: There is a need to provide teachers with Professional Development in all content areas as needed. Student Learning CNA

Strategies:1.2.2,3.1.1,3.2.3 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population, which are higher than district level.

Need Statement 10: There is a need to increase student academic achievement, particularly SpEd via supplemental instructional materials and supplies for teachers, as well as general supplies to be used in the classroom. Student Learning CNA Strategies:3.2.3 **Data Analysis/Root Cause:** The SpEd group at Burns scored a 57% at Approaches Grade Level for all grades and all subjects, a decrease of 8% from previous school year.

Need Statement 11: There is a need to sustain campus daily health and safety operation for campus via access to nursing supplies to better serve our students. Student Learning CNA Strategies:2.1.1,5.2.1 **Data Analysis/Root Cause:** Burns has a population that is 96.9%Economically Disadvantaged, 67.5& At-Risk, with 76 students having a disability.

School Processes & Programs

School Processes & Programs Summary

Highly-qualified teachers carry out the instructional program at Burns Elementary. Strategies to attract high-quality teachers to high needs schools include our school's participation in supporting UTRGV students in allowing student teachers to do their student teaching at our campus and/or do classroom observation. In addition to appropriate certification, teachers are sought who are experienced and have been successful in previous assignments.

Curriculum, Instruction, and Assessment at Burns Elementary is one of most important aspects of the campus. Burns implements district curriculum initiatives and assessments as required by the state of Texas. Burns bases all of its instruction from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, Burns' Administrators and teachers plan lessons consistently. Administrators provide teachers with instructional resources and professional development opportunities. Burns Administrators and grade-level lead teachers guide and mentor new teachers. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

Assessment results from assessed instruments such as TPRI/TEJAS Lee, CPM, OWL, STAAR and campus/district benchmarks impact curriculum decisions and the data guides instruction, moreover, decisions are evident in the area of scheduling of classes, daily schedules, instructional focus of the week, and the ordering of supplemental materials. RTI meetings are scheduled every 6 weeks to track the progress of students and adjust their instruction (if needed) based on their progress. Tier II and Tier III instruction is carried out by the classroom teacher and based on research based interventions. RTI committee, based on data, can then recommend 504/Dyslexia or Sped. Ed. testing.

The committees met and reviewed the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality, teaching, and learning. SBDM meets once every 6 weeks to review data and set annual goals. Grades 4th-5th grade will team teach and/or departmentalize this year to emphasize teachers' areas of strength in each subject. The 3rd grade team will teach in a self-contain setting. Communication formally and informally takes place at our campus. Campus leadership is analyzed on its effectiveness and how it supports classroom instruction and state assessment results.

At Burns Elementary the SBDM committee reviewed results from the STAr Chart. The implementation and acquisition of the Technology TEKS is observed in every grade-level including PPCD, PK and Resource lab classrooms. PK-5th grade teachers utilize online assessment data bases to review scores (Eduphoria, TELPAS, CPM/TPRI, TANGO reports) and K-3rd track students' progress every 3 weeks on an IPAD where assessment data is at their fingertips to address intervention strategies swiftly.A review of professional development opportunities was made and dates indicating teacher attendance at district trainings were compared to the survey results. All student populations have access to newer computers that allow for better internet access and compatibility with updated software aligned to TEKS Readiness and Supporting Standards.

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee. Burns Elementary meets multiple measures of data criteria as all educators on campus are 100% Highly Qualified Teachers (HQT). Strateiges to promote retention involve extensive Professional Development opportunies steming from campus, dsitrict, and state levels. Our Literacy Initiative through Curriculum Maintenance Meetings models best teaching practices to promote literacy development in the early childhood years. This support system allows teachers to observe and model methodolgies initiated at the stae level and grounded on best practice. New teachers on campus or teachers new to a grade level are assigned mentor teachers to assit in transitioning to their new role. Selection of new teachers to campus involves having Burns' teachers part of the selection process. Teachers at Burns Elementary are always kept abreast of campus and district initiatives via a Weekly newsletter as well as periodic reminders in morning announcements, monthly calendar, and our e-mail system.

The following strengths were identified after all findings were analyzed by the SBDM Committee. Fluency and Vocabulary District initiative implementation in all K-5 classrooms. PK-3 YO students Met District standards on EOY performance goals for the Phonological Awareness, Rapid Letter Naming, Rapid Vocabulary Naming,Sciene Assessment, and Math Screeners as evidenced on CPALLS EOY report. Teachers participate in curriculum and assessment decisions on our campus. These decisions allow for teacher input and feedback to best asses TEKS competencies and provide rigor expected at their respective grade levels. Computer-based programs support the state mandated curriculum and provide visual stimulation to present content in different ways. Funding permitting, the extended day program for grades 3rd-5th is carried out at Burns Elementary twice a week. Extended Day Enrichment Program for PK-5th grade students is carried out five days out of the week. Weekly grade level meeting focus on data desegregationa and instructional best practices to meet the needs of our diverse student populations.

Campus needs are always prioritized when it comes to the organizational structure and context of our school; therefore the after reviewing multiple sources of data and gathering teacher input, it stood to reason to have our 3rd grade team self-contain and to departmentalize and/or team teach in grades 4th-5th. The teachers in 3rd grade are able to focus in the their own students needs, and divide their subject time accordingly. Having the 4th and 5th grade team teach, has the effect of relying on teacher strengths on specific content areas, narrows the focus and aligns campus and district resources more efficiently. In 5th grade, our classroom-size reduction teacher (CSR) alleviates classroom size to better meet the needs of our students. SBDM meets as needed to disseminate important information as well as gather stakeholder input regading campus initiatives and activities.

The following strengths were identified after all findings were analyzed by the SBDM Committee. Burns Elementary has a TST on campus. Our 2nd & 5th grade students have access to I-Pads at school and at home; furthermore, two computer labs allow all students access to newer computers leading to better internet access/compatibility and updated software. 5th Grade Computer access for all via Special Programs' purchase of COWS (Computers on Wheels). Our parent liaison also offers presentation on parent HAC access to check student academic progress.

Need Statements Identifying School Processes & Programs Needs

Need Statement 2: The biggest problem our teachers have come across, is not having sufficient technology devices to accommodate all students. SP&P CNA Strategies:8.1.1,8.1.2 **Data Analysis/Root Cause:** Covid-19 effects have pushed education into a virtual instruction model, and there is a lack of sufficient funding to accommodate all students in this area.

Need Statement 12: There is a need on Professional Development opportunities for everyone mostly in the areas of Technology, LA, and Math. SP&P CNA Strategies:1.1.2,7.1.1,7.1.2,8.1.3,9.2.1 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population to sustain for school processes and programs.

Need Statement 13: There is a need to improve the amount of parents actively involved on our campus. SP&P CNA Strategies:6.1.1, 6.1.2,6.1.1 **Data Analysis/Root Cause:** Inconsistency in our Parent Liaison position has contributed to less parental involvement in recent years.

Need Statement 14: There is a need to improve on the amount of parents showing up to the classrooms for Open House. SP&p CNA Strategies: 4.1.1,6.1.1,6.1.4 **Data Analysis/Root Cause:** As per our CNA survey, we had less than 5% participation from parents.

Perceptions

Perceptions Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

At Burns Elementary there was not one violent or criminal incident in 2019-2020. The campus will continue to implement prevention and itervention strategies to continue pattern of no discipline incidents.

Burns Elementary is committed to involving parents and community members to be involved in students' education. A parental involvement survey was passed out and the SBDM committee analyzed the answers to determine decisions for the school year. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee. Burns Elementary teachers and staff assist with supersivion and duty. This increased vigilance, reduces the possibility of inappropriate student behavior at our school; furthermore, all teachers on campus have been trained and utilize the eSchool Plus incident report system to document student behavior. Data gathered is used to formulate behavior plans for students, analyze trends in student behaior, and as a discipline tracking tool that expediates the consequence for student infractions. Our counselors also asssit with to promote a positive school culture and environment; during bullying week, weekly presentations provide awareness and support positive behaviors at the school. Moreover, at Burns Elementary we have a full-time, highly visible security on campus. Efforts to communicate our positive campus culture and climate is augmented by having administration and district personnel present at bi-weekly parental involvement meetings. Parents are made aware of the varying campus initivaties aimed at supporting a positive school culture.

As evidenced by 2019-2020 CNA results, the following is a list of our strengths in regards to family and community involvement at Burns Elementary. Parents for the most part are pleased with instructional decisions and outcomes in regards to their children. In addition, most would agree that the school's climate and culture promotes self-awareness and fosters the growth of the student body as a whole. Parents feel welcomed at our school and feel administration does a good job in hearing their concerns and issues. Burns staffs a full time parent liaison who holds bi-weekly parent meetings on a wide array of educational and non-educational topics of interest. These are geared at improving parental involvementement as well as provide valuable insights to improve student outcomes.

Need Statements Identifying Perceptions Needs

Need Statement 15: There is a need to continue to monitor our campus and maintain our facility upkeep on a regular basis to ensure that we provide an environment that is conducive to learning for our students. Perceptions CNA Strategies:2.1.1 **Data Analysis/Root Cause:** The Attendance Rate for Burns is 96.9% which is less than 97.5%.

Need Statement 16: There is a need to provide students the opportunity to participate in various Extra-Curricular Activities such as Chess, UIL, Science Fair, Spelling Bee, Cheerleading, Choir,, Guitar Club, Coding Club, Robotics, and DI. Perceptions CNA Strategies:1.5.1,1.5.2,1.5.3 **Data Analysis/Root Cause:** Burns has a 4.5% Gifted and Talented population.

Need Statement 17: There is a need for our students to have the opportunity to expand their learning through various field trips; as well as our 5th grade students to go on a field trip to their zoned campus for orientation. Perceptions CNA Strategies:9.2.5,9.3.1 **Data Analysis/Root Cause:**
Burns earned an A-rating for exemplary performance by serving most students well and preparing most students for success in college, a career, or the military.

Priority Need Statements

Need Statement 1: Appropriate use of technology must be in place to accommodate all our student population, especially due to Covid-19 as a need of preparation. Student Learning CNA Strategies:1.2.3,5.1.2

Data Analysis/Root Cause 1: Not having sufficient devices to accommodate every student on campus to fulfill instructional needs.

Need Statement 1 Areas: Student Learning

Need Statement 2: The biggest problem our teachers have come across, is not having sufficient technology devices to accommodate all students. SP&P CNA Strategies:8.1.1,8.1.2

Data Analysis/Root Cause 2: Covid-19 effects have pushed education into a virtual instruction model, and there is a lack of sufficient funding to accommodate all students in this area.

Need Statement 2 Areas: School Processes & Programs

Need Statement 3: There is a need for our attendance rate to be monitored and improved. Demographics CNA Strategies: 6.1.2,6.1.4,9.1.1,9.3.2

Data Analysis/Root Cause 3: The attendance rate for Burns is 96.9%, a slight increase from previous year, but still below 97.5%.

Need Statement 3 Areas: Demographics

Need Statement 4: There is a need on expansion of programs and services supporting parental involvement. Demographics CNA Strategies:6.1.3,6.1.5,6.1.7,6.1.9,6.1.10

Data Analysis/Root Cause 4: Burns has had lower parent participation compared to previous years because our campus has not had a reliable parent liaison on campus.

Need Statement 4 Areas: Demographics

Need Statement 5: There is a need on the use of appropriate technologies to improve areas of learning. Demographics CNA Strategies: 8.1.1, 8.1.2, 8.1.4

Data Analysis/Root Cause 5: Technology is not being obsoleted on a regular basis and purchase of technology equipment has barely started to take place

this past school year.

Need Statement 5 Areas: Demographics

Need Statement 6: There is a need to support teacher retention and improve school climate and provide teacher incentives. Demographics CNA Strategies:3.2.1, 3.2.2, 3.3.1

Data Analysis/Root Cause 6: Not having consistent campus principal position, has led to low school morale.

Need Statement 6 Areas: Demographics

Need Statement 7: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4

Data Analysis/Root Cause 7: Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.

Need Statement 7 Areas: Student Learning

Need Statement 8: There is a need to accelerate instruction and provide interventions to close performance gaps through extended day tutorial program. Student Learning CNA Strategies: 1.1.1,1.1.2,1.3.1,3.1.1

Data Analysis/Root Cause 8: Burns has a 67.5% at-Risk population which is higher than district and state level.

Need Statement 8 Areas: Student Learning

Need Statement 9: There is a need to provide teachers with Professional Development in all content areas as needed. Student Learning CNA Strategies:1.2.2,3.1.1,3.2.3

Data Analysis/Root Cause 9: Burns has a 49.7% EL population and 67.5% At-Risk population, which are higher than district level.

Need Statement 9 Areas: Student Learning

Need Statement 10: There is a need to increase student academic achievement, particularly SpEd via supplemental instructional materials and supplies for

teachers, as well as general supplies to be used in the classroom. Student Learning CNA Strategies:3.2.3

Data Analysis/Root Cause 10: The SpEd group at Burns scored a 57% at Approaches Grade Level for all grades and all subjects, a decrease of 8% from previous school year.

Need Statement 10 Areas: Student Learning

Need Statement 11: There is a need to sustain campus daily health and safety operation for campus via access to nursing supplies to better serve our students. Student Learning CNA Strategies:2.1.1,5.2.1

Data Analysis/Root Cause 11: Burns has a population that is 96.9%Economically Disadvantaged, 67.5& At-Risk, with 76 students having a disability.

Need Statement 11 Areas: Student Learning

Need Statement 12: There is a need on Professional Development opportunities for everyone mostly in the areas of Technology, LA, and Math. SP&P CNA Strategies:1.1.2,7.1.1,7.1.2,8.1.3,9.2.1

Data Analysis/Root Cause 12: Burns has a 49.7% EL population and 67.5% At-Risk population to sustain for school processes and programs.

Need Statement 12 Areas: School Processes & Programs

Need Statement 13: There is a need to improve the amount of parents actively involved on our campus. SP&P CNA Strategies:6.1.1, 6.1.2,6.1.1

Data Analysis/Root Cause 13: Inconsistency in our Parent Liaison position has contributed to less parental involvement in recent years.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: There is a need to improve on the amount of parents showing up to the classrooms for Open House. SP&p CNA Strategies: 4.1.1,6.1.1,6.1.4

Data Analysis/Root Cause 14: As per our CNA survey, we had less than 5% participation from parents.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: There is a need to continue to monitor our campus and maintain our facility upkeep on a regular basis to ensure that we provide an environment that is conducive to learning for our students. Perceptions CNA Strategies:2.1.1

Data Analysis/Root Cause 15: The Attendance Rate for Burns is 96.9% which is less than 97.5%.

Need Statement 15 Areas: Perceptions

Need Statement 16: There is a need to provide students the opportunity to participate in various Extra-Curricular Activities such as Chess, UIL, Science Fair, Spelling Bee, Cheerleading, Choir,, Guitar Club, Coding Club, Robotics, and DI. Perceptions CNA Strategies:1.5.1,1.5.2,1.5.3

Data Analysis/Root Cause 16: Burns has a 4.5% Gifted and Talented population.

Need Statement 16 Areas: Perceptions

Need Statement 17: There is a need for our students to have the opportunity to expand their learning through various field trips; as well as our 5th grade students to go on a field trip to their zoned campus for orientation. Perceptions CNA Strategies:9.2.5,9.3.1

Data Analysis/Root Cause 17: Burns earned an A-rating for exemplary performance by serving most students well and preparing most students for success in college, a career, or the military.

Need Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Annual Measurable Achievement Objectives (AMAO) 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 22nd 2020

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Burns performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level, and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 5 percentage points.

Evaluation Data Sources: STAAR performance reports

Summative Evaluation: None

Strategy 1: Utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessment (local, state, and national) tools. Targeted interventions include but are not limited to the following:

STAAR Supplemental Resource Materials,
Tango Central/Tango Trends,
6+1 Writing Traits
Empowering Writers
Bilingual Resources,
SIOP
Esperanza/LEI & II,
Early Childhood resources & Circle,
RTI Tier Model,
Reach/ESL
NRT, and Pearson District adopted cuccirulum

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluations, Campus Monitoring Instruments,	**Formative**

Classroom Observations, BOY/MOY Data.

Summative:
STAAR Scores,
EOY TPRI/TJL/CPM Scores,
TELPAS,
NRT Assessment Data

Oct

Jan

Mar

Summative

June

Burns will have a 10% increase in the number of students meeting the Phase II passing standard

Staff Responsible for Monitoring: Principal,
Dean of Instruction,
PK- 5th grade Teachers,
SE Teachers
Teacher Specialist,
Lead Teachers,
Curriculum Specialist

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI,MI,LEP,SE,AR,GT,DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 3

Funding Sources:
General Supplies 166 State Special Ed. $1,400
General Supplies 199 Local funds $3,940
General Supplies 199 Local funds $1,000
General Supplies 199 Local funds $1,500
General Supplies 166 State Special Ed. $1,400
General Supplies 166 State Special Ed. $1,400
Copy Paper 199 Local funds $5,000
General Supplies 199 Local funds $4,000

Strategy 2: The campus will implement a systematic assessment plan at the classroom level, along with teacher input, that includes the use of CIRCLE/CPM, TRPI/TEJAS LEE, NRT, STAAR,
Interim Assessments, TELPAS, language, Pearson Unit Assessments, Envision Unit Tests, LION Testing, and Check-points to progress monitor student achievement and reinforce essential academic skills.

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, student work, progress reports, progress monitoring

Summative: STAAR results, TPRI/Tejas/LEE EOY results, CPM EOY results, TELPAS, LION Testing, Mid-point Check-points

Burns will have a 10% increase in the number of students meeting the Phase II passing standard

Staff Responsible for Monitoring: Principal,
Dean of Instruction,
Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI,MI,LEP,SE,AR,GT,DYS students

Start Date: September 7th 2020

End Date: May 17th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: The College Career Readiness Standards will be implemented through the Career Day Event, District College Awareness Day, Science Lab, and classroom presentations. This will increase student awareness of present day careers and the college requirements necessary to attain their needed post-secondary education.

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Presentations

Summative: College bound student logs and enrollment

Staff Responsible for Monitoring: Principal, Administration, Counselors

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 24th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 3: There is a need to accelerate instruction and provide interventions to close performance gaps through extended day tutorial program. Student Learning CNA Strategies: 1.1.1,1.1.2,1.3.1,3.1.1 **Data Analysis/Root Cause:** Burns has a 67.5% at-Risk population which is higher than district and state level.

Performance Objective 2: Campus early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

HB3 Goal

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation: None

Strategy 1: The Response to Intervention teacher specialist and the Dean of Instruction will continue to monitor implementation and provide PD and/or coaching to classroom teachers in regards to the following district and campus initiative aimed improving literacy development.

Phonemic Awareness, Graphophonemic Knowledge, Writing through the Day (PK/K), Fluency Initiative (PK-5th), Vocabulary Initiative (PK-5th), and Accelerated Reading Program use. The librarian will provide teachers with a six weeks report for the AR usage of individual classes.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, Campus Monitoring Instruments, BISD Instructional Feedback Form, BOY/MOY Data

Summative: EOY data, STAAR Scores, TPRI/TJL/CPM Scores, TELPAS, SAT 10/Apprenda Data

Staff Responsible for Monitoring: Principal,
Dean of Instruction,
Assistant Principals, RTI Teacher Specialist, Librarian, Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 2

Funding Sources:
General Supplies 211 Title I-A $5,000

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: In an effort to promote early literacy, Three-Year-Old Programs (PK-3) will be offered at Burns Elementary. Federal Programs will provide funding to carry out the program.
The PK-4 program will be provided full day in order to better prepare qualified students academically

Milestone's/Strategy's Expected Results/Impact: Formative: CPALLS BOY and MOY, OWL Assessment Screening

Summative: CPALLS EOY Data, and Progress Reports, and OWL EOY Reports.

Staff Responsible for Monitoring: Federal Program Administrator, Administrator for State Compensatory Education, Principal, Administrators, Dean of Instruction, PK-3 and PK-4 Teachers.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: P3 & P4 students

Start Date: August 3rd 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 4

Funding Sources:
Para-PART 199 Local funds $1,000
Extra Duty Pay/Overtime 199 Local funds $100

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading and Math, Educational Games, Arts/Crafts, and Dramatic Play.

Milestone's/Strategy's Expected Results/Impact: Formative:Schedules, Attendance Reports, Lesson Plans

Summative:STAAR Results, EOY Promotion Rates

Staff Responsible for Monitoring: Principal, Dean of Instruction, Classroom Teachers, Special Programs Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: All Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 1

Funding Sources:
Professional Extra Duty Pay 211 Title I-A $42,814

Formative
Oct
Jan
Mar
Summative
June

Strategy 4: All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The REACH ESL Unit tests will be administered by teachers to monitor student
progress.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, SIOP Model PDs ERO Reports, Bilingual Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments.

Summative: STAAR, TELPAS Composite Ratings based on rubric, AMAOS I and II, NRT Assesment, TPRI and Tejas Lee EOY results

All K-5th bilingual students will improve at least one categorical rating on TELPAS

Staff Responsible for Monitoring: Principal,
Assistant Principal,
Dean of Instruction,
Language Arts Specialists,
Bilingual Specialists,
Classroom Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: LEP Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 1: Appropriate use of technology must be in place to accommodate all our student population, especially due to Covid-19 as a need of preparation. Student

Learning CNA Strategies:1.2.3,5.1.2 **Data Analysis/Root Cause:** Not having sufficient devices to accommodate every student on campus to fulfill instructional needs.
Need Statement 2: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4 **Data Analysis/Root Cause:** Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.
Need Statement 4: There is a need to provide teachers with Professional Development in all content areas as needed. Student Learning CNA Strategies:1.2.2,3.1.1,3.2.3 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population, which are higher than district level.

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR for Migrant students, Migrant Program participation reports

Summative Evaluation: None

Strategy 1: The LPAC will be monitoring the language acquisition of students in order to ensure that students progress from one category to next on TELPAS assessment instrument.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, Bilingual Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments

Summative: STAAR, TELPAS Composite Ratings based on AMAOS I and II, PBMAS, SAT 10, TPRI/TEJAS Lee EO

Staff Responsible for Monitoring: Principal
LPAC Administrator
LPAC members
Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: 50% of migrant students will show 5% improvement for all STAAR assessments; the annual number of migrant students receiving supplemental reading and math services will increase 5%

Evaluation Data Sources: Results based data analysis report, STAAR assessments for migrant students, migrant student participation report

Summative Evaluation: None

Strategy 1: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by ESSA

Instructional materials and supplies will be purchased to assist all Migrant students improve Math comprehension and computation, Reading comprehension, fluency, and vocabulary development to appropriate grade level standards.

Milestone's/Strategy's Expected Results/Impact: Formative: Document to verify receipt, receipts, PO Numbers, and verification with signatures kept in binder in the office

Staff Responsible for Monitoring: Principal, Special Programs Administrator, Classroom Teacher, Dean of Instruction

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: PFS/ Migrant Students

Start Date: October 5th 2020

End Date: March 29th 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, and Fine Arts programs by 5% over 2020-2021 participation.

Evaluation Data Sources: District competition participation numbers

Summative Evaluation: None

Strategy 1: GT Students will be encouraged to participate in opportunities for advanced learners such as: Science Fair, Chess, and UIL.

Milestone's/Strategy's Expected Results/Impact: Formative: Student sign-in sheets

Summative: EOY Student activity reports

Staff Responsible for Monitoring: Principal, UIL Coordinator, Science Fair Coordinator, Brainsville Sponsor, Teachers, Dean of Instruction

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: Diverse Student Population on campus

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative	Summative
Oct	June
Jan	
Mar	

Strategy 2: To provide our 3rd-5th grade students an engaging resource that links scientific knowledge with practical activities geared towards promoting scientific inquiry and Engineering design, Burns Elementary will participate in the Coding Club and Robotics.

Milestone's/Strategy's Expected Results/Impact: Formative: Class Schedules, Usage Reports, Progress Monitoring Assessments, Report Card Grades, Benchmark Data

Summative: EOY Usage Reports and Science STAAR Scores, EOY Science Report Card Grades

Formative
Oct
Jan
Mar
Summative
June

Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers, Science Curriculum Specialist

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Population: T1, MI, LEP, SE, AR, GT, Dys students

Start Date: August 24th 2020

End Date: May 24th 2021

Revision Date: None

Strategy 3: Fine arts teachers will use the standard based curriculum to develop lessons across the content areas. Students will participate in the following campus and district events:

Holiday Events
End of Year Events
Honor Choir
UIL Music and Art Memory
Christmas Parade
Art Exhibitions

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, classroom observations,UIL participation list, Permission

Formative

Slips

Summative:
School Rankings, Event Programs

Oct

Jan

Mar

Summative

June

Staff Responsible for Monitoring: K-5th grade teachers,
Music Teacher,
Art Teacher,
Adminis-
tration,
Dean of Inst.,
UIL Coach,
UIL Coordinator

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Our campus will implement energy savings plans; maintain and upgrade current facility to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvements as needed. (Board Goal 2)

Evaluation Data Sources: New Energy Plan adopted by district and campus

Summative Evaluation: None

Strategy 1: Our campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan by turning off lights and shutting down technology when not in use.

Milestone's/Strategy's Expected Results/Impact: Implementation of the district energy savings plan will result in decreased energy usage compared to prior year.

Formative: Reminders via emails and announcements.

Staff Responsible for Monitoring: Campus Administration, Faculty and Staff

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: Campus Faculty and Staff

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 6
Perceptions 1

Funding Sources:
Maintenance and Repair 211 Title I-A $5,000

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 6: There is a need to sustain campus daily health and safety operation for campus via access to nursing supplies to better serve our students. Student Learning CNA Strategies:2.1.1,5.2.1 **Data Analysis/Root Cause:** Burns has a population that is 96.9%Economically Disadvantaged, 67.5& At-Risk, with 76 students having a disability.

Perceptions

Need Statement 1: There is a need to continue to monitor our campus and maintain our facility upkeep on a regular basis to ensure that we provide an environment that is conducive to learning for our students. Perceptions CNA Strategies:2.1.1 **Data Analysis/Root Cause:** The Attendance Rate for Burns is 96.9% which is less than 97.5%.

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: None

Strategy 1: The Campus will support all programs in the effect effective and efficient use of 100% of budgeted funds based on the needs assessments.

Milestone's/Strategy's Expected Results/Impact: Formative: Monthly budget report and data reports

Summative: Funding reports will indicate all funds were expended based on prioritized needs.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: Administration and Faculty

Start Date: August 3rd 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 2, 3, 4

Funding Sources:
Copy Paper 211 Title I-A $2,000
General Supplies 163 State Bilingual $3,000
Prof. Extra Duty Pay 199 Local funds $2,000

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 2: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4 **Data Analysis/Root Cause:** Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.

Need Statement 3: There is a need to accelerate instruction and provide interventions to close performance gaps through extended day tutorial program. Student Learning CNA Strategies: 1.1.1,1.1.2,1.3.1,3.1.1 **Data Analysis/Root Cause:** Burns has a 67.5% at-Risk population which is higher than district and state level.

Need Statement 4: There is a need to provide teachers with Professional Development in all content areas as needed. Student Learning CNA Strategies:1.2.2,3.1.1,3.2.3 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population, which are higher than district level.

Performance Objective 2: The Campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: None

Strategy 1: Increase the number of HQ Bilingual teachers SIOP trained in order to meet the instructional needs of our LEP students.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, ERO Session Evaluation, Lesson Plans indicating SIOP strategies, Campus Monitoring Instruments.

Summative: STAAR Scores, EOY TPRI/TJL/CPALLS Scores, TELPAS, NRT Assessment Data

Staff Responsible for Monitoring: Principal, Dean of Inst., Assistant Principals, Bilingual Teachers

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Bilingual Teachers

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Strategies to attract high quality teachers will include: Paying lead teachers a stipend, the District will provide medical insurance, and pay Bilingual certified teachers a stipend for LEP students served

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in logs, E-mail documentation, Approval letters

Summative: Formal observations, End-of-internship formal observations

Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Teachers

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: Highly-Qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state requirements to teach the subjects/grade levels which they are assigned will be hired by Burns Elementary.

Special Programs (TII-A) will continue to fund one highly qualified teacher on campus for the purpose of reducing class size in order to increase the performance of all students.

In addition, the 3 year old program will be offered at Burns and carried out by highly qualified teachers to provide a high-quality early learning program.

Milestone's/Strategy's Expected Results/Impact: Formative:District and Campus Benchmark Scores,Teacher Observations,Student Progress Reports

Summative : STAAR, Retention Rates

Staff Responsible for Monitoring: Special Programs Administrator,Federal Programs Administrator,Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: AR, TI Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 4, 5

Funding Sources:
General Supplies 199 Local funds $1,000
Teacher Retirement/TRS Care 211 Title I-A $3,823
Social Security/Medicare 211 Title I-A $621
Employee Benefits=Locally DEF 211 Title I-A $100
Employee Benefits 211 Title I-A $642

Formative
Oct
Jan
Mar
Summative
June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 4: There is a need to provide teachers with Professional Development in all content areas as needed. Student Learning CNA Strategies:1.2.2,3.1.1,3.2.3 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population, which are higher than district level.
Need Statement 5: There is a need to increase student academic achievement, particularly SpEd via supplemental instructional materials and supplies for teachers, as well as general supplies to be used in the classroom. Student Learning CNA Strategies:3.2.3 **Data Analysis/Root Cause:** The SpEd group at Burns scored a 57% at Approaches Grade Level for all grades and all subjects, a decrease of 8% from previous school year.

Performance Objective 3: The campus will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation: None

Strategy 1: Burns teachers and staff will receive nonmenatory incentives such as gifts, certificates, wear jeans, etc. in order to show the appreciation for their contributions to our campus.

Milestone's/Strategy's Expected Results/Impact: Plan will reflect in better teacher performance.

Staff Responsible for Monitoring: School Administration

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: All Faculty and Staff

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: The campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: None

Strategy 1: The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.

Milestone's/Strategy's Expected Results/Impact: Weekly newsletter, website, marquee, social media, monthly calendar

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Campus Administration, TST

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative	Summative
Oct	
Jan	
Mar	
	June

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool Plus or SuccessEd behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: None

Strategy 1: Reduce by 5% yearly the out-of-school suspension by researching and evaluating 2019-2020 number of days students were absent due to OSS

Milestone's/Strategy's Expected Results/Impact: Formative:
OSS Six Weeks Report
Attendance Reports

Summative:
OSS Yearly Report
Yearly attendance rate

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Counselors will conduct classroom presentations on conflict resolution skills in order to reduce the number of office referrals, such as Gang Awareness, Bullying/Harassment, Internet Safety, and Drug, Alcohol and Tobacco Awareness, and other topics to promote positive student behavior. They will also promote Just Say No activities.

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Management Plans on File, Walkthroughs, Counselor Lesson Plans/Schedules

Summative:
eSchool Plus Reports

Reduction in the number of discipline referral, ISS and OSS by (5%)

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Population: TI, MI< LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 1

Funding Sources:
Employee Travel 199 Local funds $100
General Supplies 199 Local funds $200
General Supplies 211 Title I-A $5,070

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: Counselors and other support staff or agencies will provide scheduled professional development based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Recent drug use trends, Resiliency/Developmental Assets, Dating Violence, Signs of Child Abuse, RTI Model for behavior research-based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure.

Milestone's/Strategy's Expected Results/Impact: Formative:
Agenda, Sign-In Sheet, ERO Documentation

Summative:
eSchool Plus Reports

Formative
Oct
Jan
Mar
Summative
June

Reduction in the number of discipline referral, ISS and OSS by (5%)

Staff Responsible for Monitoring: Counselors

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: PK-5th grade Teachers

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

0% No Progress 100% Accomplished Continue/Modify Discontinue

Student Learning

Need Statement 1: Appropriate use of technology must be in place to accommodate all our student population, especially due to Covid-19 as a need of preparation. Student Learning CNA Strategies:1.2.3,5.1.2 **Data Analysis/Root Cause:** Not having sufficient devices to accommodate every student on campus to fulfill instructional needs.

Performance Objective 2: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: None

Strategy 1: An Emergency Operation Plan (EOP) will be utilized to address and promote campus safety awareness on lockdowns, reversed evacuation, fire/tornado drills, campus evacuations, shelter in place, chemical spills, intruder, shelter in place, drop and cover, secure place for controlled medication at nurse's work area, and other emergency situations in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, reduce the loss of life and property and harm to the environment

The campus EOP will be presented to faculty and parents to promote campus safety awareness during staff developments and/or parental involvement meetings.

Milestone's/Strategy's Expected Results/Impact: Formative:
Safety Meeting Agendas, Sign-In Sheets, ERO Documentation

Summative:
EOP Audit Report

Formative
Oct
Jan
Mar
Summative
June

Staff Responsible for Monitoring: EOP Team, Campus Safety Coordinator, Nurse, Teachers, Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: Faculty, Staff, All Students, Parents

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 2, 6

Funding Sources:
General Supplies 199 Local funds $1,650
General Supplies 211 Title I-A $989
General Supplies 199 Local funds $500
General Supplies 211 Title I-A $3,000
Supplies for Maintenance Operation 199 Local funds $4,500
Extra Duty Pay-Overtime 199 Local funds $50
General Supplies 199 Local funds $140

Strategy 2: Campus will implement and follow student release procedures when a parent/guardian or designated adult comes to check out a student at any time during the day.

Milestone's/Strategy's Expected Results/Impact: Formative: Campus Visitor Sign-In Log

Summative: Student Release Card Signatures

Staff Responsible for Monitoring: Office Clerk., Campus Administration, Security Officer

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Parents or Legal Guardians and Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 2: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4 **Data Analysis/Root Cause:** Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.

Need Statement 6: There is a need to sustain campus daily health and safety operation for campus via access to nursing supplies to better serve our students. Student Learning CNA Strategies:2.1.1,5.2.1 **Data Analysis/Root Cause:** Burns has a population that is 96.9%Economically Disadvantaged, 67.5& At-Risk, with 76 students having a disability.

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation: None

Strategy 1: The School will recognize the students each six weeks for perfect attendance with certificates. Perfect attendance students will be eligible for a drawing from the district. At the end of the year, students will be recognized for their overall attendance and achievements.

Milestone's/Strategy's Expected Results/Impact: Formative:
Daily teacher attendance documentation, PEIMS Reports of Attendance and Weekly Rates

Summative: Six Weeks Attendance report, EOY PEIMS Attendance Rate Report

Staff Responsible for Monitoring: Principal, Assistant Principals Counselors, Teachers, Data Entry Clerk

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: TI, MI< LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
School Processes & Programs 3, 4

Funding Sources:
Awards 211 Title I-A $2,000
Awards 199 Local funds $1,500

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Teachers and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce students absences and tardiness and increase instructional opportunities for students.

Milestone's/Strategy's Expected Results/Impact: Formative: Daily attendance documentation, PEIMS Reports

Summative: Six Weeks report, PEIMS Reports

Staff Responsible for Monitoring: Principal, Parent Liaison, Teachers, Data Entry Clerk

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Demographics 1
School Processes & Programs 3

Funding Sources:
Extra Duty Pay-Overtime 199 Local funds $300
Employee Travel 199 Local funds $500

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: The School will host bi-weekly parent-training meetings on a flexible schedule on Tuesdays at either 9:00 AM or 5:30 PM to accommodate all stakeholders, in a work friendly environment on topics that will assist in improving student achievement, attendance, and student discipline in school and at home including but not limited to:

Wellness/Nutrition
Homework Assistance
Instructional Support
Discipline Strategies
College Readiness
STAAR
SBDM

Milestone's/Strategy's Expected Results/Impact: Formative:Agendas,Sign In Sheets

Formative

Handouts

Summative: Parent Evaluations/Title 1 Parental Involvement Checklist, Needs Assessment, State Assessment Scores, Attendance Rates, Parent Surveys

Oct

Jan

Mar

Summative

June

Parental involvement will increment 5%

Staff Responsible for Monitoring: Principal, Parent Liaison, SBDM, Teachers

Title I Schoolwide Elements: 3.2

TEA Priorities: None

ESF Levers: None

Population: Parents

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Demographics 2

Funding Sources:
Employee Travel 211 Title I-A $900
Mis. Operating Costs 211 Title I-A $900
General Supplies 211 Title I-A $900

Strategy 4: Teacher will make parent contact, via phone, email or conference, to discuss student academic progress, attendance, tardiness, and campus goals and objectives including positive and negative situations in the classroom.

Milestone's/Strategy's Expected Results/Impact: Formative: Parent/Teacher Conference Log, Progress Reports

Summative: STAAR Results, TPRI/ TEJAS Lee, CPM, EOY Report Card Grades, Attendance Rates

Parental involvement will increment 5%

Staff Responsible for Monitoring: Principal, Parent Liaison, Teachers

Title I Schoolwide Elements: 3.2

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Parent

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 5: A yearly Parent Recognition Ceremony will be held to recognize our parent volunteers.

Milestone's/Strategy's Expected Results/Impact: Formative: weekly parent meeting surveys, volunteer sign in sheets, authority to volunteer form

Summative: EOY assessment needs survey, parent survey.

Parental involvement will increment 5%

Formative	Summative
Oct	June
Jan	
Mar	

Staff Responsible for Monitoring: Principal, Parent Liaison

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Parents

Start Date: March 1st 2021

End Date: May 31st 2021

Revision Date: None

Strategy 6: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.

Milestone's/Strategy's Expected Results/Impact: Formative:
Survey Results

Summative: Composite of survey
results, Title I-A Parental Involvement Checklist

Staff Responsible for Monitoring: Principal, Parent Liaison

Title I Schoolwide Elements: 3.1

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: Parents

Start Date: March 1st 2021

End Date: April 26th 2021

Revision Date: None

Formative	Summative
Oct	
Jan	
Mar	
	June

Strategy 7: Ensure representation of community and parent involvement in the decision making progress. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Title I-A Family Engagement Policy and Campus Improvement Plan. Meetings will take place on interval times on Tuesdays using times of 9:00 AM or 5:30 PM.

Milestone's/Strategy's Expected Results/Impact: Formative:Flier, Agendas, Marquee
Sign-in sheets Minutes

Summative: Composite of End of Year survey, Title I-A Parental Involvement Checklist

Staff Responsible for Monitoring: Principal, Parent Liaison

Title I Schoolwide Elements: 3.2

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: Parents

Start Date: August 24th 2020

End Date: May 17th 2021

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 8: Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.

Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, Sign-in sheets, Log of S-P-S Compact

Summative: Signed S-P-S Compact, Burns Website, Attendance Rate, State Assessment Scores, etc.

Staff Responsible for Monitoring: Principal, Parent Liaison, Teachers

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Parents

Start Date: August 24th 2020

End Date: October 30th 2020

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 9: Review, revise, complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the
district/campus level with the intention of increasing participation via parent meetings.

Milestone's/Strategy's Expected Results/Impact: Formative: Fliers

Summative: Title I-A Parental Involvement Checklist, Burns Website

Staff Responsible for Monitoring: Principal, Parent Liaision

Title I Schoolwide Elements: 3.1

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: Parents

Start Date: August 24th 2020

End Date: October 30th 2020

Revision Date: None

Formative
Oct
Jan
Mar
Summative
June

Strategy 10: Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively through parent meetings.

Milestone's/Strategy's Expected Results/Impact: Formative: Parent Sign-In sheets, Agendas

Summative: EOY Assessment Results
Title I-A Parental Involvement Compliance Checklist
STAAR Results

Staff Responsible for Monitoring: Parent Liaison,
Parent Reps, District Migrant Coordinator

Title I Schoolwide Elements: 3.1

TEA Priorities: None

ESF Levers: None

Population: Parents

Start Date: August 24th 2020

End Date: May 24th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

No Progress | Accomplished | Continue/Modify | Discontinue

Demographics

Need Statement 1: There is a need for our attendance rate to be monitored and improved. Demographics CNA Strategies: 6.1.2,6.1.4,9.1.1,9.3.2 **Data Analysis/Root Cause:** The attendance rate for Burns is 96.9%, a slight increase from previous year, but still below 97.5%.

Need Statement 2: There is a need on expansion of programs and services supporting parental involvement. Demographics CNA Strategies:6.1.3,6.1.5,6.1.7,6.1.9,6.1.10 **Data Analysis/Root Cause:** Burns has had lower parent participation compared to previous years because our campus has not had a reliable parent liaison on campus.

School Processes & Programs

Need Statement 3: There is a need to improve the amount of parents actively involved on our campus. SP&P CNA Strategies:6.1.1, 6.1.2,6.1.1 **Data Analysis/Root Cause:** Inconsistency in our Parent Liaison position has contributed to less parental involvement in recent years.

Need Statement 4: There is a need to improve on the amount of parents showing up to the classrooms for Open House. SP&p CNA Strategies: 4.1.1,6.1.1,6.1.4 **Data Analysis/Root Cause:** As per our CNA survey, we had less than 5% participation from parents.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: None

Strategy 1: Provide teachers with professional development opportunities to enhance instructional support to staff on district frameworks on research based strategies and best practices addressed in district and campus professional development.

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluations,
Campus Monitoring Instruments,
BISD Instructional Feedback Form
BOY/MOY Data

Summative: EOY data,
STAAR Scores,
TPRI/TJL/CPM Scores,
TELPAS,
NRT Assessment Data

Burns will have a 10% increase in the number of students meeting the Phase II passing standard

100% of walkthroughs will indicate
application of the skills acquired

Formative
Oct
Jan
Mar
Summative
June

during the professional development

Staff Responsible for Monitoring: Principal,
Dean of Instruction,
PK- 5th grade Teachers,
Teacher Specialist,
Lead Teachers,
Curriculum Specialist

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: Teachers

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
School Processes & Programs 2

Funding Sources:
Supplies and Materials LCL-DEF 211 Title I-A $19,943

Strategy 2: Provide annual Response to Intervention (RTI) intervention trainings to be implemented through the RTI 3 Tier Model in order to support student academic growth and success

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations, ERO Session Evaluation, Lesson Plans indicating instruction/resources geared to meeting the needs of different Tiers, RTI meeting schedules, BOY/MOY Data, Campus Monitoring Instruments.

Summative: STAAR Scores, EOY TPRI/TJL/CPM Scores, TELPAS, NRT Assessment Data

Decrease the number of referrals to Special Education by 10%.

Staff Responsible for Monitoring: Principal,
Assistant Principals
Dean of Instruction,
PK- 5th grade Teachers,
Teacher Specialist,
Lead Teachers,
Curriculum Specialist

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 24th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: All certified classroom teachers will have their G/T Core Hours and G/T On-Going Hours to meet the demands of diverse student academic needs.

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Transcripts

Summative: G/T Campus Compliance Report

Increase identification of GT
Students by 5%.

Formative	Summative
Oct	June
Jan	
Mar	

Staff Responsible for Monitoring: Principal,
Dean of Instruction,
Classroom Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: Teachers

Start Date: June 1st 2020

End Date: May 17th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Strategy 4: Curriculum Writers will enrich the current curriculum with TEKS and STAAR standards and incorporate instructional materials and methods into a sequenced plan to teach all TEKS required per grade level.

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation, SubSmart Documentation, Plan of Action

Summative: EOY Student Data and STAAR Scores

Staff Responsible for Monitoring: Principal, Administrators, Dean of Instruction

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: All Teachers

Start Date: August 17th 2020

End Date: May 24th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Processes & Programs

Need Statement 2: There is a need on Professional Development opportunities for everyone mostly in the areas of Technology, LA, and Math. SP&P CNA Strategies:1.1.2,7.1.1,7.1.2,8.1.3,9.2.1 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population to sustain for school processes and programs.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: The campus will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: None

Strategy 1: Utilize instructional technology by modeling with the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, laptops, Interactive tablets, Interactive whiteboards, printers, calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations.

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluations,
TLI Activity Report, Classroom Observations

Summative:
STAAR, TELPAS Composite Ratings based on AMAOS I and II, PBMAS, NRT Assessment, TPRI/TEJAS Lee EOY

We will have a 10% increase in the number of students meeting the Phase II passing standard

Staff Responsible for Monitoring: Principal,
Dean of Inst.,
PK- 5th grade Teachers,
SE Teachers
Teacher Specialist,
Lead Teachers,
Curriculum Specialist

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 3rd 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 1
School Processes & Programs 1
Perceptions 1

Funding Sources:
Supplies and Materials LCL DEFI 211 Title I-A $61,000
General Supplies 211 Title I-A $4,943
Supplies and materials LCL DEFI 211 Title I-A $15,000
Toner 166 State Special Ed. $1,000
General Supplies 263 Title III-A Bilingual $5,680
Supplies and Materials LCL DEFI 211 Title I-A $47,871
Supplies and Materials LCL DEFI 163 State Bilingual $5,875
Supplies and Materials LCL DEFI 211 Title I-A $9,943

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Burns Elementary will purchase computer based educational software to provide personalized, interactive math instruction in a web based learning system for 1st-5th grade students.

Milestone's/Strategy's Expected Results/Impact: Formative: Usage Reports, Progress Monitoring Assessments, Report Card Grades, Benchmark Data

Formative

Oct

Jan

Mar

Summative: EOY Usage Reports and Math STAAR Scores

Summative

June

Staff Responsible for Monitoring: Principal, Dean of Instruction, Teachers, Math Curriculum Specialist

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 17th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Demographics 3
School Processes & Programs 1

Funding Sources:
Supplies and Materials - Software 211 Title I-A $5,000

Strategy 3: The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension

Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign-In sheets, ERO Documentation

Summative: STAAR Scores, TELPAS, TPRI/TEJAS LEE, CPM

The use of technology will increase in the classroom.

Formative	Summative
Oct	June
Jan	
Mar	

Staff Responsible for Monitoring: Principal,
PK-5th Grade Teachers,
Dean of Inst.,
Teacher Specialist,
Curriculum Specialists, TST

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Population: Teachers

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Strategy 4: Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas.

AR
Brain Pop
Prodigy
Imagine Learning
Education Galaxy
Class Dojo
Microsoft Teams
Google Classroom

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans
Unit Tests, Walkthroughs

Summative: AR Reports
STAAR, TELPAS/ TPRI CPM Scores
EOY Computer Reports

Staff Responsible for Monitoring: Principal,
PK-5th Grade Teachers,
Dean of Inst.,
Teacher Specialist,
Curriculum Specialists,
Librarian, TST

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 3rd 2020

End Date: May 31st 2021

Need Statements:
School Processes & Programs 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

Revision Date: None

 No Progress Accomplished Continue/Modify Discontinue

Demographics

Need Statement 3: There is a need on the use of appropriate technologies to improve areas of learning. Demographics CNA Strategies: 8.1.1, 8.1.2, 8.1.4 **Data Analysis/Root Cause:** Technology is not being obsoleted on a regular basis and purchase of technology equipment has barely started to take place this past school year.

Student Learning

Need Statement 1: Appropriate use of technology must be in place to accommodate all our student population, especially due to Covid-19 as a need of preparation. Student Learning CNA Strategies:1.2.3,5.1.2 **Data Analysis/Root Cause:** Not having sufficient devices to accommodate every student on campus to fulfill instructional needs.

School Processes & Programs

Need Statement 1: The biggest problem our teachers have come across, is not having sufficient technology devices to accommodate all students. SP&P CNA Strategies:8.1.1,8.1.2 **Data Analysis/Root Cause:** Covid-19 effects have pushed education into a virtual instruction model, and there is a lack of sufficient funding to accommodate all students in this area.

Perceptions

Need Statement 1: There is a need to continue to monitor our campus and maintain our facility upkeep on a regular basis to ensure that we provide an environment that is conducive to learning for our students. Perceptions CNA Strategies:2.1.1 **Data Analysis/Root Cause:** The Attendance Rate for Burns is 96.9% which is less than 97.5%.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for Burns Elementary, and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: None

Strategy 1: Parent liaison will consistently monitor and communicate students daily absences and tardiness with parents and staff to reduce student absences and increase instructional opportunities for students. A Missing in Action (MIA) form documenting students that failed to report to school will be sent to the office every morning by 8:30 a.m.

Parent Liaison will make residence visitations to increase attendance.

Milestone's/Strategy's Expected Results/Impact: Formative: Contact Logs, Monthly Calendar, Peer Review Audit, Daily Attendance documents, PEIMS Reports

Summative: Home Visit Documentation Binder, PEIMS Reports, Attendance Rates, Contact Logs, Mileage Logs, Six Weeks Report

Parental involvement will increment 5%

Formative	Summative
Oct	June
Jan	
Mar	

Staff Responsible for Monitoring: Parent Liaison, Principal, Teacher, Data Entry Clerk

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: Parents

Start Date: August 17th 2020

End Date: May 24th 2021

Revision Date: None

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: The campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR reports disaggregated for At-Risk students.

Summative Evaluation: None

Strategy 1: The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individuals/groups in need of assistance in order to meet the needs of At Risk students.

Milestone's/Strategy's Expected Results/Impact: Formative: Administrative Walk-throughs, Lesson Plans, Grade books, Student progress reports, benchmarks, ERO Session Evaluation Reports, ERO Sessions Attendance Reports

Summative: STAAR Scores, Retention Rate

Staff Responsible for Monitoring: Administrator for State Compensatory Education, Principal

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, AR, DYS Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
School Processes & Programs 2

Funding Sources:
Misc. Operating Costs 199 Local funds $1,150

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Provide a campus wide Dyslexia program for identified students:

Identification process will follow Response to Intervention and Dyslexia procedures.
Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook.
Services provided will include individualized accommodation plans to be implemented in general education classrooms.
Dyslexia Lab services will be provided for identified students as determined through evaluation.
Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting.

Milestone's/Strategy's Expected Results/Impact: Formative:
Walk-throughs, Student Progress Reports, Benchmarks

Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments

Staff Responsible for Monitoring: Administrator for State Compensatory Education, Principal, Dyslexia Teacher

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: DYS, AR

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

Strategy 3: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve At-Risk student achievement, attendance, and decrease retention rate.

Desktops, color printer, toner, and copy paper will be purchased to provide accessibility to instructional programs that would increase student interaction and engagement in the learning process.

Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPlus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmarks Scores, Student Progress Reports

Summative: STAAR, Retention Rate

Staff Responsible for Monitoring: Administrator for State Compensatory Education, Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: AR, TI, LEP, MI

Start Date: August 17th 2020

End Date: May 24th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
June

Strategy 4: Our Library will supplement the District Reading curriculum and allow students the opportunity to access grade appropriate literacy materials to improve comprehension and fluency rates.

Milestone's/Strategy's Expected Results/Impact: Formative:District and Campus Benchmark Scores,Teacher Observations,Student Progress Reports, Fluency Reports

Summative : STAAR, Retention Rates, TELPAS, EOY Data

Staff Responsible for Monitoring: Special Programs Administrator,Federal Programs Administrator,Principal, Librarian, Classroom Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: AR, I, Students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Student Learning 2

Funding Sources:
General Supplies 199 Local funds $500
General Supplies 211 Title I-A $4,972
General Supplies 211 Title I-A $5,000

Formative	Summative
Oct	
Jan	
Mar	
	June

Strategy 5: Students will attend field trips that focus in different content areas within the community in order to build live experience and expand their background knowledge thus improve student performance on assessments. Students who reach their yearly AR goal will be rewarded with a field trip at the end of the school year.
A transition orientation session for 5th graders going to Middle School will be held prior to completion of school year. Middle school personnel will create an awareness of the Middle School expectations.

Milestone's/Strategy's Expected Results/Impact: Formative: Scheduled visiting date

Summative: Campus Visitor Logs

Staff Responsible for Monitoring: Principal, Counselors, Teachers, Librarian, and middle school personnel

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Population: 5th grade students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Perceptions 3

Funding Sources:
Misc. Operating Costs 199 Local funds $2,000
Transportation 199 Local funds $5,000

Formative
Oct
Jan
Mar
Summative
June

Strategy 6: PK-5th grade students not meeting reading, writing, math and/or science standards will be provided an extended day/week tutorial program in order to bring them to grade level using differentiated instruction. Supplemental instructional materials will be purchased to support the curriculum as well as school materials for implementing instruction.

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, Attendance Records, Student Progress Reports, Benchmarks, eSchool Plus Tutorial Schedule

Summative: STAAR Scores, Retention Rate

Staff Responsible for Monitoring: Administrator for State Compensatory Education,
Principal,
Dean of Inst.,
Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Comprehensive Support Strategy

Population: TI, MI, LEP, AR, DYS students

Start Date: September 7th 2020

End Date: April 26th 2021

Revision Date: None

Need Statements: None

Funding Sources:
None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Learning

Need Statement 2: There is a need to increase Reading/Literacy in areas of fluency and comprehension as well as writing implementation across the curriculum. Student Learning CNA Strategies:1.2.1,3.1.1,5.2.1,9.2.4 **Data Analysis/Root Cause:** Burns scored 81% at the Approaches Grade Level and scored 56% at the Meets Grade Level for all grades and all subjects which is lower than previous year.

School Processes & Programs

Need Statement 2: There is a need on Professional Development opportunities for everyone mostly in the areas of Technology, LA, and Math. SP&P CNA Strategies:1.1.2,7.1.1,7.1.2,8.1.3,9.2.1 **Data Analysis/Root Cause:** Burns has a 49.7% EL population and 67.5% At-Risk population to sustain for school processes and programs.

Perceptions

Need Statement 3: There is a need for our students to have the opportunity to expand their learning through various field trips; as well as our 5th grade students to go on a field

trip to their zoned campus for orientation. Perceptions CNA Strategies:9.2.5,9.3.1 **Data Analysis/Root Cause:** Burns earned an A-rating for exemplary performance by serving most students well and preparing most students for success in college, a career, or the military.

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. CATCH, meetings and reports.

Summative Evaluation: None

Strategy 1: In an effort to promote physically and emotionally healthy students, we will implement the CATCH (Coordinated Approach to Child Health) that will evaluate the implementation of district initiatives such as:

School Health Index
Jump Rope for Heart
Track & Field
Encampment
Puberty Presentation
Health Curriculum
Physical activities at least 3 times a week for 45 minutes

Milestone's/Strategy's Expected Results/Impact: Formative:
ERO Session Evaluations, Sign In Sheets,Workshop Agendas

Summative:
Fitness Gram results

Staff Responsible for Monitoring: Principal,
Dean of Inst.,
PK- 5th grade Teachers, SE Teachers, Coaches,
Curriculum Specialist, and Nurse

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: TI, MI, LEP, SE, AR, GT, DYS students

Start Date: August 10th 2020

End Date: May 31st 2021

Revision Date: None

Need Statements:
Perceptions 3

Funding Sources:
General Supplies-Gloves 166 State Special Ed. $1,040

Formative
Oct
Jan
Mar
Summative
June

Strategy 2: Campus will ensure support services for students identified as homeless to receive the full protections of the McKinney-Vento Act. This will include that they enroll immediately even if lacking documentation normally required for enrollment so that they attend and succeed in school.

Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchools, At-Risk reports, Homeless Documentation, Student Residency Questionnaire, Youth Connection Project Enrollment Letter/Unaccompanied

Summative: STAAR, Attendance Rate, Retention Rate

Staff Responsible for Monitoring: Principal, Assistant Principals, Data entry Clerk, Counselors

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Population: TI, MI, LEP, AR, DYS students

Start Date: August 17th 2020

End Date: May 24th 2021

Revision Date: None

Formative	Summative
Oct	June
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Perceptions

Need Statement 3: There is a need for our students to have the opportunity to expand their learning through various field trips; as well as our 5th grade students to go on a field trip to their zoned campus for orientation. Perceptions CNA Strategies:9.2.5,9.3.1 **Data Analysis/Root Cause:** Burns earned an A-rating for exemplary performance by serving most students well and preparing most students for success in college, a career, or the military.

State Compensatory

Personnel for Burns Elementary

Name	Position	Program	FTE
Cynthia Avalos	PK Teacher	State Comp	.50
Ericka Hinojosa	Dean of Instruction	State Comp	1.0
Giralda Villar	PK Teacher	State Comp	.50
Gloria Gomez	PK Teacher	State Comp	.50
Maria A. Cariaga	PK Teacher	State Comp	.50
Olivia Cantu	Dyslexia Teacher	State Comp	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA, Pgs. 5-17) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments.The goal is to have a minimum of 90% of all student groups perform at a Meets Performance on STAAR Assessments for the 2019-2020 school year and to increase the Masters Performance to at least 40% in all content areas.

The CNA is comprised of the strengths and needs ranked within each Multiple Measure of Data. The list of data sources include the following:

- District / Campus Goals
- TEA Accountability Summary Report
- TEA Academic Performance Report Card
- STAAR, TELPAS, TPRI, Tejas Lee, Benchmark Results
- Campus Needs Assessment Survey completed by staff, students, and parents

The CNA was reviewed and revised for 2020-2021 on May 22, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed by SBDM committee (names and roles can be found at the end of our plan). The CNA was reviewed and sub-committee developed the new performance measures and needs were identified. We identified problem statements and root causes to help us implement the needed strategies to improve performance measures.

2.2: Regular monitoring and revision

Our Campus Improvement Plan is regularly monitored through SBDM and revisions are made as needed on a quarterly basis. The CNA was reviewed and revised for 2020-2021 on May 22, 2020. The SBDM meeting dates for this took place as follows: May 22, 2020

The Title I Schoolwide Element's Strategy: 6.1.8 ensure representation of community and parent involvement in the decision making progress.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan will be posted on our Campus Website and is available on paper format on campus in English it will be translated to Spanish upon request.

2.4: Opportunities for all children to meet State standards

The school will provide opportunities for all students, including each subgroup of students, to meet State academic standards. The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly provided through accelerated instruction during extended day and tutorial programs in order to improve at-risk student achievement on campus, district, and state assessments. Our campus develops prevention and intervention strategies that decrease the retention rate and improve student achievement through tutorials in the core-area subjects for low-performing students as well as provide supplemental resouces to enhance the instructional program. Any student who is at-risk of failure is placed on an RTI and monitored with necessary accommodations.

The Title I Schoolwide Element's Strategy 1.1.1 Utilize research based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessment (local, state, and national)tools. Targeted interventions include but are not limited to the following: STAAR Supplemental Resources, SIOP adn Bilingual Resources, Early Childhood Resources, RTI Tier Model, and District adopted curriculum. Population: All students, , SPED, At-Risk, EL, TI, MI, SE, GT, DYS.

The Title I Schoolwide Element's Strategy 9.2.6 PK-5th grade students not meeting reading, writing, math, and/or science standards will be provided an extended day/week tutorial program in order to bring them to grade level using differentiated instruction. Supplemental instructional materials will be

purchased to support the curriculum for implementing instruction. Population: TI, MI, LEP, AR, DYS students.

2.5: Increased learning time and well-rounded education

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans. As per BISD policy, Burns Elementary will implement tutorials and remediation strategies in Reading, Math, and Science in order to decrease the retention rate and improve student achievement. Pre-K full day program teachers will be working with phonological and language development activities using hands-on approaches in order to meet PK guidelines and CIRCLE components. Materials incorporated in the CIRCLE curriculum will be purchased to assist with oral language and development of PK students.

The Title I Schoolwide Element's Strategy: 1.2.3 PK-5th grade students will have the oppourtunity to attend Extended Day Enrichment Program which will provide academic integration through LA, AR, Math, Science, Technology, Arts/Crafts, and Health. Population: All Students.

The Title I Schoolwide Element's Strategy: 7.1.2 Provide annual RTI training to be implemented through the RTI Tier Model in order to support student academic growth and success. Population: TI, MI, LEP, SE, AR, GT, DYS students.

2.6: Address needs of all students, particularly at-risk

The needs of all students, particularly of those who are at-risk are met by faculty and staff on campus. These students are given the opportunity to attend intervention tutorials, are given remediation strategies in the curriculum during daily TIER II time, and attend extended day at least twice a week in order to decrease retention rates and improve student achievement. Instruction is differentiated by the teachers and if needed, students are placced on an RTI with accommodations in order to meet student's needs. Our Dyslexia students are provided services through our Dyslexia lab on campus.

The Title I Schoolwide Element's Strategy: 1.1.2 The campus will implement a systematic assessment plan at the classroom level, along with teacher input, that includes the use of CIRCLE/CPM, TPRI/Tejas Lee, STAAR, Interim Assessments, Pearson Unit Assessments, and Check-points to progress monitor student achievement and reinforce essential academic skills. Population: TI, MI, LEP, SE, AR, GT, DYS students.

The Title I Schoolwide Element's Strategy: 1.2.1 The RTI teacher specialist and Dean will continue to monitor implementation and provide PD/Coaching

to classroom teachers in regards to district and campus initiative aimed improving literacy development. Phonemic Awareness, Writing, Fluency Initiave, Vocabulary, AR Program use. Population: TI, MI, LEP, SE, AR, GT, DYS students.

The Title I Schoolwide Element's Strategy: 9.2.2 Provide a campus wide Dyslexia program for identified students; identification process will follow RTI and Dyslexia procedures. Services provided will include individualized accommodation plans to be implemented in general education classrooms. Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting. Populatin: DYS, AR students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus will distribute to parents and family members of participating students the Parent and Family Engagement Policy during the first parent meeting and it will be prepared and provided in English and Spanish. The Parent and Family Engagement Policy was prepared, reviewed and revised in Spring 2020. An annual Title I-A meeting will be given at the beginning of the school year (September 2020) to inform parents of services and activities provided through Title I funds. There will be Title I meetings held throughout the school year on a fexible schedule. Parents are invited to attend and learn about the necessary requirements of becoming a parent volunteer. The list of individuals and their roles who assisted in the development of the Parent and Family Engagement Policy include:

- Leticia Rodriguez-Bohn - Administrator
- Ericka Hinojosa - Facilitator
- Maria Rangel - Parent
- Ana Karina Hinojosa - Parent
- Yolanda Perez - Community Rep.
- Areli Soto - Community Rep.

The Title I Schoolwide Elements" Strategy: 6.1.9 Review, revise, complete, and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level with the intention of increasing participation via parent meetings. Population: Parents

3.2: Offer flexible number of parent involvement meetings

The School will host bi-weekly parent-training meetings on a flexible schedule in a work friendly environment on campus. Parent Meetings are scheduled on Tuesdays with times being either 9:00 AM or 5:00 PM and same information is covered to help keep parents informed. The topics covered will assist in improving student achievement, attendance, and student discipline in school and at home. Adjustments were made due to campus circumstances, and meetings were limited and parents were met with on individual basis as needed.

The Title I Schoolwide Element's Strategy: 6.1.3 The School will host bi-weekly parent-training meetings to accommodate all stakeholders on topics that will assist in improving student achievement, attendance, and student discipline in school and at home including but not limited to: Wellness/Nutrition, Homework Assistance, Instructional Support, Discipline Strategies, College Readiness, STAAR, and SBDM. Population: Parents.

Title I Personnel

Name	Position	Program	FTE
Emma Patino	Library Aide	Title I-A	1.0
Jennifer Sanchez	Parent Liaison	Title I-A	1.0
Reyna Rivera	Nurse	Title I-A	0.40

Plan Notes

cleared 7-13-2020

7-10-2020 503pm

1. select Goal 1 for your EC Goal by clicking the box when editing the goal
2. The CIP revision date--probably May 2020 when your SBDM last met about it
3. ESSA Elements 1.1 still says Levels of performance instead of Meets and Masters levels. "The goal is to have a minimum of 90% of all student groups perform at a Level II Performance on STAAR Assessments for the 2019-2020 school year and to increase the Level III Advanced Academic Performance to at least 40% in all content areas."

6-29-2020 814pm

remaining corrections or updates:

1. CIP date revised for 20-21 (May 2020 date)
2. still have to link needs statements in funded strategies
3. select Goal 1 as EC goal

6-21-2020 corrections needed:

ESSA Elements

6.1.7 strategy needs re-wording to indicate T1A meeting on multiple dates and times

6.1.3 must indicate flexible meetings on different times and dates

Descriptions under ESSA elements must address all components in the TEA checklist

2.2 should have May date

Needs should be migrated into new format for all multiple measures and clearly stated as needs

then they needs should be prioritized and ranked

Check off what data sources were used to develop your needs assessment

CIP date of review and revisions to create 2020-2021 plan

Goal strategies must be updated to move populations and link to needs (done after doing needs step above)

After all updates are made to move information into new format then delete old population, timeline and CCNA information from all strategies

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Leticia Rodriguez-Bohn	Principal
Classroom Teacher	Elvira Granado	2nd Grade Teacher Y2
Classroom Teacher	Georgina Estrada	Sp Ed Teacher Y2
Classroom Teacher	Sara N. Hernandez	4th Grade Teacher Y2
Classroom Teacher	Griselda Rodriguez-Mendez	Kinder Teacher Y2
Classroom Teacher	Monica R. Garcia	3rd Grade Teacher Y2
Classroom Teacher	Mary E. Torres	5th Grade Teacher Y2
Meeting Facilitator	Ericka Hinojosa	Dean of Instruction
Classroom Teacher	Maria D. Rosas	PK Teacher Y1
Classroom Teacher	Irma Garza	1st Grade Teacher Y1
Paraprofessional	Freddy Guevara	Classified Personnel Y1
Non-classroom Professional	Veronica Mancillas	Counselor Y2
Student	Victoria Garza	Student
District-level Professional	Anisa Ramirez	Wellness Center Dept. Administrator
Community Representative	Yolanda Perez	Community Representative
Community Representative	Areli Soto	Community Representative
Business Representative	Amelia Yanez	Business Representative
Business Representative	Philip Sandoval	Business Representative
Parent	Maria Rangel	Parent Representative Y1
Parent	Ana Karina Hinojosa	Parent Representative Y1