

**Brownsville Independent School District**  
**Burns Elementary**  
**2018-2019 Campus Improvement Plan**



# 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.

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# Comprehensive Needs Assessment

## 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 1<sup>st</sup>-5<sup>th</sup> 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 2016-2017 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, 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 1<sup>st</sup>-5<sup>th</sup> 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 2016-2017 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. 2017-2018 EOY data revealed the following: Pre-K students Met District standard of 70% or better in all skills with the exception of rapid vocabulary naming. 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 95% in Math showed that they remained the same as of 2017 scores. Furthermore, this was a decrease in 5th grade students requiring accelerated instruction in Math. 3rd grade students in STAAR 3rd grade Math also showed an increase of 2% over 2017 STAAR scores (Index 1). Students are awarded at the end of every Six Weeks and at the End of the Year through an awards ceremony.

## Demographic Needs

Attendance monitoring is a priority need at our campus. We will continue working on incentives to increase attendance by students and teachers.

Other demographic needs include:

- Incentives to support teacher retention and improve school climate
- Expansion of programs and services supporting parental involvement.
- Use of appropriate technologies to improve areas of learning.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rate needs to be monitored and improved from a 96% to 97%. **Root Cause:** High mobility rate is one of the main causes of our low attendance.

# Student Academic Achievement

## Student Academic Achievement 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 state 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 at 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 (89%), At-Risk (70%), Economically Disadvantaged (88%), Hispanic (88%), White (\*), Female (91%), Male (86%), Gifted and Talented (100%), LEP (76%), Migrant (-), Special Education (68%)

Reading- All Students (75%), At-Risk (60%), Economically Disadvantaged (75%), Hispanic (75%), White (\*), Female (80%), Male (70%), Gifted and Talented (100%), LEP (50%), Migrant (-), Special Education (24%)



Writing- All Students (71%), At-Risk (56%), Economically Disadvantaged (71%), Hispanic (71%), White (\*), Female (76%), Male (65%), Gifted and Talented (-), LEP (48%), Migrant (-), Special Education (25%)

Science- All Students (93%), At-Risk (88%), Economically Disadvantaged (92%), Hispanic (93%), 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 Academic Achievement 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 disaggregated 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 instructional 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 Professional Development at the campus, district, and state level. PD is on-going and effectively targets the areas of need at Burns Elementary.

### **Student Academic Achievement Needs:**

1. Provide Accelerated Instruction through extended day tutorial program and extended day enrichment program
2. Provide interventions to close the performance gaps between Special Education, Bilingual, and At-Risk students in the areas of Reading and Writing at all grade levels
3. Increase fluency and comprehension and continue the weekly monitoring
4. Reading/Literacy still needs to improve at all levels
5. Full implementation of writing across the curriculum
6. Set standards of Accelerated Reading program for all students
7. Provide teachers with Professional Development in all content areas as needed
8. Provide teachers with supplemental instructional materials and instructional supplies
9. Provide teachers with general supplies to be used in the classroom and assist with daily lessons and benchmark testing
10. Provide students and teachers with technology integration such as computer labs, COWS, software, coding club, IPADS
11. Provide our counselors with supplies, incentives, and necessary material to better serve our students
12. Our school nurse will have access to nursing supplies to better serve our students
13. We will 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.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** ELLs and Special Ed. population have a low passing rate on STAAR reading and scores have decreased in the past three years. **Root Cause:** The vast majority of our students come from homes of Spanish-speaking parents who are not bilingual or hold higher education.

## 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-contained 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 a hand held iPod Touch 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). Strategies to promote retention involve extensive Professional Development opportunities stemming from campus, district, 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 methodologies initiated at the state level and grounded on best practice. New teachers on campus or teachers new to a grade level are assigned mentor teachers to assist 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, Science 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 assess TEKS competencies and provide rigor expected at their respective grade levels. Computer-based programs such as Learning A-Z and LION 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 desegregation 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 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 regarding 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 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.

## **School Processes & Programs Needs**

Based on the Spring 2018 Campus Needs Assessment Survey, the following are needs indicated:

- Supplemental Instructional supplies, materials, and technology hardware and software
- Professional Development opportunities in the area of Language Arts
- Teachers being more involved in the campus making decisions
- Improving the amount of parents actively involved on our campus

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The one problem our teachers on campus face is not having sufficient professional development opportunities in regards to RTI and differentiated instruction. **Root Cause:** Our campus does not have the availability of funds needed to send our teachers to out of district professional development trainings.

# 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 2017-2018. The campus will continue to implement prevention and intervention 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 supervision 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 Review 360 incident report system to document student behavior. Data gathered is used to formulate behavior plans for students, analyze trends in student behavior, and as a discipline tracking tool that expedites the consequence for student infractions. Our counselors also assist 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 initiatives aimed at supporting a positive school culture.

As evidenced by 2017-2018 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 involvement as well as provide valuable insights to improve student outcomes.

## **Perceptions Needs**

Based on the Spring 2018 Parent Survey results, the campus needs to work on keeping well-maintained. One other area of concern is how the school handles student misbehavior and the children's safety when traveling to and from school. In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus for orientation. Our students also have the opportunity to expand their learning through various field trips.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Not only maintain our current parental attendance in bi-weekly meetings, but increasing the parental involvement at our campus.

**Root Cause:** Parents lack educational empathy.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility



- 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**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**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 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR performance reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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:</p> <p>STAAR Supplemental Resource Materials, Edusmart, Tango Central/Tango Trends, 6+1 Writing Traits Empowering Writers Bilingual Resources, SIOP Esperanza/LEI &amp; II, Early Childhood resources &amp; Circle, RTI Tier Model, Reach/ESL Standford 10/Apprenda, HMH and Pearson District adopted cuccirulum</p> <p>Timeline: August 2018-June 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#2</p>	<p>2.4</p>	<p>Principal, Dean of Instruction, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist</p>	<p>Formative: ERO Session Evaluations, Campus Monitoring Instruments, Classroom Observations, BOY/MOY Data.</p> <p>Summative: STAAR Scores, EOY TPRI/TJL/CPM Scores, TELPAS, SAT 10/Apprenda Data</p> <p>Burns will have a 10% increase in the number of students meeting the Phase II passing standard</p>				
<p>Funding Sources: 211 Title I-A - 8498.00, 199 Local funds - 11450.00</p>							

<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>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, SAT10/APRENDA, STAAR, benchmarks, TELPAS, language, HMH Unit Assessments, Envision Unit Tests, LION Testing, and Mid-point Check-points to progress monitor student achievement and reinforce essential academic skills.</p> <p>Timeline: BOY, MOY and EOY</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#2</p>	<p align="center">2.6</p>	<p>Principal, Dean of Instruction, Teachers</p>	<p>Formative: Lesson plans, student work, progress reports, progress monitoring</p> <p>Summative: STAAR results, TPRI/Tejas/LEE EOY results, CPM EOY results, TELPAS, LION Testing, Mid-point Check-points</p> <p>Burns will have a 10% increase in the number of students meeting the Phase II passing standard</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>		<p>Principal, Administration, Counselors</p>	<p>Formative: Lesson Plans, Presentations</p> <p>Summative: College bound student logs and enrollment</p>				



**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 2:** Campus early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p align="center"><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>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.</p> <p>Phonemic Awareness, Graphophonemic Knowledge, Writing through the Day (PK/K), Fluency Initiative (K-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.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#6 and 7</p>	2.4, 2.6	Principal, Dean of Instruction, Assistant Principals, RTI Teacher Specialist, Librarian, Teachers	Formative: Classroom observations, Campus Monitoring Instruments, BISS Instructional Feedback Form, BOY/MOY Data				
<p>Funding Sources: 162 State Compensatory - 1000.00, 211 Title I-A - 4500.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>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</p> <p>Timeline: Aug.. 2018 - May 2019</p> <p>Population: PK-3 &amp; PK-4Students</p> <p>SA#8</p>		<p>Federal Program Administrator, Administrator for State Compensatory Education, Principal, Administrators, Dean of Instruction, PK-3 and PK-4 Teachers.</p>	<p>Formative: CPALLS BOY and MOY, OWL Assessment Screening</p> <p>Summative: CPALLS EOY Data, and Progress Reports, and OWL EOY Reports.</p>				
<p>Funding Sources: 199 Local funds - 200.00, 162 State Compensatory - 1000.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							







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

**Evaluation Data Source(s) 3:** PBMAS Report, STAAR for Migrant students, Migrant Program participation reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>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.</p> <p>Timeline: May 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#2</p>	2.4	Principal LPAC Administrator LPAC members Teachers	<p>Formative: Sign-in sheets, Bilingual Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments</p> <p>Summative: STAAR, TELPAS Composite Ratings based on AMAOS I and II, PBMAS, SAT 10, TPRI/TEJAS Lee EO</p>				
<p>Funding Sources: 162 State Compensatory - 5941.00, 163 State Bilingual - 2500.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**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 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, and Fine Arts programs by 5% over 2017-2018 participation.

**Evaluation Data Source(s) 4:** District competition participation numbers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b> 1) GT Students will be encouraged to participate in opportunities for advanced learners such as: Science Fair, Chess, and UIL.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: GT Students</p>		Principal, UIL Coordinator, Science Fair Coordinator, Brainsville Sponsor, Teachers, Dean of Instruction	<p>Formative: Student sign-in sheets</p> <p>Summative: EOY Student activity reports</p>				
<p><b>Comprehensive Support Strategy</b> 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.</p> <p>Timeline: Sept. 2018 - June 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>		Principal, Dean of Instruction, Teachers, Science Curriculum Specialist	<p>Formative: Class Schedules, Usage Reports, Progress Monitoring Assessments, Report Card Grades, Benchmark Data</p> <p>Summative: EOY Usage Reports and Science STAAR Scores, EOY Science Report Card Grades</p>				

<p>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:</p> <p>Holiday Events End of Year Events Honor Choir UIL Music and Art Memory Christmas Parade Winter Carnival Art Exhibitions</p> <p>Timeline: August 2018- June 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p>		<p>K-5th grade teachers, Music Teacher, Art Teacher, Adminis- tration, Dean of Inst., UIL Coach, UIL Coordinator</p>	<p>Formative: Lesson Plans, classroom observations,UIL participation list, Permission Slips</p> <p>Summative: School Rankings, Event Programs</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = 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 Source(s) 1:** New Energy Plan adopted by district and campus

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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.		Campus Administration, Faculty and Staff	Implementation of the district energy savings plan will result in decreased energy usage compared to prior year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





**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 Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) 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.</p> <p>Timeline: Monday, Tuesday, and Wednesday                      Sept. 2018-April 2019</p> <p>Population: TI, MI, LEP, AR, DYS students</p> <p>SA#1</p>	2.4, 2.5, 2.6	Administrator for State Compensatory Education, Principal, Dean of Inst., Classroom Teachers	Formative: Walkthroughs, Attendance Records, Student Progress Reports, Benchmarks, eSchool Plus Tutorial Schedule  Summative: STAAR Scores, Retention Rate				
Funding Sources: 162 State Compensatory - 32056.00, 211 Title I-A - 2500.00							

<p><b>Comprehensive Support Strategy</b></p> <p>2) PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Educational Games, Arts/Crafts, and Dramatic Play.</p> <p>Timeline: August 2018-May-2019</p> <p>Population: All Students</p> <p>SA#1</p>	2.5	Principal, Dean of Instruction, Classroom Teachers, Special Programs Teachers	Formative:Schedules, Attendance Reports, Lesson Plans				
	<p>Funding Sources: 162 State Compensatory - 48000.00, 211 Title I-A - 32927.19</p>						
<p>3) The Campus will support all programs in the effect effective and efficient use of 100% of budgeted funds based on the needs assessments.</p>		Principal	Funding reports will indicate all funds were expended based on prioritized needs.				
	<p>Funding Sources: 162 State Compensatory - 11360.00</p>						
<p style="text-align: center;">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							





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

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Increase the number of HQ Bilingual teachers SIOP trained in order to meet the instructional needs of our LEP students.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: Bilingual Teachers</p>		Principal, Dean of Inst., Assistant Principals, Bilingual Teachers	<p>Formative: Classroom Observations, ERO Session Evaluation, Lesson Plans indicating SIOP strategies, Campus Monitoring Instruments.</p> <p>Summative: STAAR Scores, EOY TPRI/TJL/CPALLS Scores, TELPAS, SAT 10/Apprenda Data</p>				
<p>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</p> <p>Timeline: Sept. 2018 - June 2019</p> <p>Population: Teachers</p>		Principal, Dean of Instruction, Teachers	<p>Formative: Sign-in logs, E-mail documentation, Approval letters</p> <p>Summative: Formal observations, End-of-internship formal observations</p>				

<p><b>Critical Success Factors</b> CSF 1</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Timeline: July 2018- June 2019</p> <p>Population: AR, TI Students</p> <p>SA# 8 and 9</p>		<p>Special Programs Administrator,Federal Programs Administrator,Principal</p>	<p>Formative:District and Campus Benchmark Scores,Teacher Observations,Student Progress Reports</p> <p>Summative : STAAR, Retention Rates</p>				
<p>Funding Sources: 199 Local funds - 2973.00</p>							
<p>  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							



**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 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 Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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.		School Administration	Plan will reflect in better teacher performance.				


**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 Source(s) 1:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:**

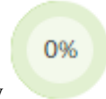
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.		Campus Administration	Weekly newsletter, website, marquee, social media, monthly calendar				




= Accomplished



= Continue/Modify



= No Progress



= 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 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 1:** ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Reduce by 5% yearly the out-of-school suspension by researching and evaluating 2016-2017 number of days students were absent due to OSS</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p>		Principal, Assistant Principals, Teachers	<p>Formative: OSS Six Weeks Report Attendance Reports</p> <p>Summative: OSS Yearly Report Yearly attendance rate</p>				

<p>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.</p> <p>Timeline: August 2018 - May 2019</p>	2.6	Counselors	<p>Formative: Classroom Management Plans on File, Walkthroughs, Counselor Lesson Plans/Schedules</p> <p>Summative: Review 360 Reports</p> <p>Reduction in the number of discipline referral, ISS and OSS by (5%)</p>				
<p>Population: TI, MI, LEP, SE, AR, GT, DYS</p> <p>SA#11</p>		<p>Funding Sources: 211 Title I-A - 2000.00, 199 Local funds - 250.00</p>					
<p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: PK-5th Grade Teachers</p>		Counselors	<p>Formative: Agenda, Sign-In Sheet, ERO Documentation</p> <p>Summative: Review 360 Reports</p> <p>Reduction in the number of discipline referral, ISS and OSS by (5%)</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

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

**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 Source(s) 2:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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</p> <p>The campus EOP will be presented to faculty and parents to promote campus safety awareness during staff developments and/or parental involvement meetings.</p> <p>Timeline- August 2018 - June 2019</p> <p>Population: Faculty, Staff, All Students, Parents</p> <p>SA#13</p>	3.1	EOP Team, Campus Safety Coordinator, Nurse, Teachers, Principal	<p>Formative: Safety Meeting Agendas, Sign-In Sheets, ERO Documentation</p> <p>Summative: EOP Audit Report</p>				
<p>Funding Sources: 211 Title I-A - 2900.00, 199 Local funds - 9550.00</p>							

<p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: Parents or Legal Guardians and Students</p>		<p>Office Clerk., Campus Administration, Security Officer</p>	<p>Formative: Campus Visitor Sign-In Log</p> <p>Summative: Student Release Card Signatures</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**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 2017-2018 to 2018-2019.

**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>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.</p> <p>Timeline: Sept. 2018 - May 2019 (Six Weeks Timeline Implementation)</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#11</p>		Principal, Assistant Principals, Counselors, Teachers, Data Entry Clerk	<p>Formative: Daily teacher attendance documentation, PEIMS Reports of Attendance and Weekly Rates</p> <p>Summative: Six Weeks Attendance report, EOY PEIMS Attendance Rate Report</p>				
<p>Funding Sources: 199 Local funds - 3000.00</p>							





<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>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.</p> <p>Timeline: August 2018 - May 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#2</p>		Principal, Parent Liaison, Teachers, Data Entry Clerk	Formative: Daily attendance documentation, PEIMS Reports  Summative: Six Weeks report, PEIMS Reports				
	Funding Sources: 199 Local funds - 2100.00						



<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) The School will host bi-weekly parent-training meetings 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:</p> <p>Wellness/Nutrition Homework Assistance Instructional Support Discipline Strategies College Readiness STAAR SBDM</p> <p>Timeline: August 2018 - May 2019</p> <p>Population: Parents</p> <p>SA#2</p>	3.2	Principal, Parent Liaison, SBDM, Teachers	<p>Formative: Agendas, Sign In Sheets Handouts</p> <p>Summative: Parent Evaluations/Title 1 Parental Involvement Checklist, Needs Assessment, State Assessment Scores, Attendance Rates, Parent Surveys</p> <p>Parental involvement will increment 5%</p>				
<p>Funding Sources: 211 Title I-A - 1000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: Parents</p>	<p align="center">3.2</p>	<p>Principal, Parent Liaison, Teachers</p>	<p>Formative: Parent/Teacher Conference Log, Progress Reports</p> <p>Summative: STAAR Results, TPRI/ TEJAS Lee, CPM, EOY Report Card Grades, Attendance Rates</p> <p>Parental involvement will increment 5%</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) A yearly Parent Recognition Ceremony will be held to recognize our parent volunteers.</p> <p>Timeline: May 2019</p> <p>Population: Parents</p>		<p>Principal, Parent Liaison</p>	<p>Formative: weekly parent meeting surveys, volunteer sign in sheets, authority to volunteer form</p> <p>Summative: EOY assessment needs survey, parent survey.</p> <p>Parental involvement will increment 5%</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Timeline: March - April 2019</p> <p>Population: Parents</p>	<p align="center">3.1</p>	<p>Principal, Parent Liaison</p>	<p>Formative: Survey Results</p> <p>Summative: Composite of survey results, Title I-A Parental Involvement Checklist</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Timeline: Sept. - Nov. 2018</p> <p>Population: Parents</p>		<p>Principal, Parent Liaison</p>	<p>Formative:Flier, Agendas, Marquee Sign-in sheets Minutes</p> <p>Summative: Composite of End of Year survey, Title I-A Parental Involvement Checklist</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>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.</p> <p>Timeline: August - Sept 2018</p> <p>Population:Parents</p>		<p>Principal, Parent Liaison, Teachers</p>	<p>Formative: Agenda, Sign-in sheets, Log of S-P-S Compact</p> <p>Summative: Signed S-P-S Compact, Burns Website, Attendance Rate, State Assessment Scores, etc.</p>				

<p><b>Critical Success Factors</b> CSF 5</p> <p>9) Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Timeline: August - Sept. 2018</p> <p>Population: Parents</p>	3.1	Principal, Parent Liaison	<p>Formative: Fliers</p> <p>Summative: Title I-A Parental Involvement Checklist, Burns Website</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**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 Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: Teachers</p> <p>SA#7</p>	2.4	Principal, Dean of Instruction, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist	<p>Formative: ERO Session Evaluations, Campus Monitoring Instruments, BISD Instructional Feedback Form BOY/MOY Data</p> <p>Summative: EOY data, STAAR Scores, TPRI/TJL/CPM Scores, TELPAS, SAT 10/Apprenda Data</p> <p>Burns will have a 10% increase in the number of students meeting the Phase II passing standard</p> <p>100% of walkthroughs will indicate application of the skills acquired during the professional development</p>				
Funding Sources: 211 Title I-A - 6000.00							

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>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</p> <p>Timeline: August 2018-June 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p>	<p align="center">2.5</p>	<p>Principal, Assistant Principals Dean of Instruction, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist</p>	<p>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.</p> <p>Summative: STAAR Scores, EOY TPRI/TJL/CPM Scores, TELPAS, SAT 10/Apprenda Data</p> <p>Decrease the number of referrals to Special Education by 10%.</p>				
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) 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.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: LEP Students</p>	<p align="center">2.4</p>	<p>Principal, Assistant Principal, Dean of Instruction, Language Arts Specialists, Bilingual Specialists, Classroom Teachers</p>	<p>Formative: Classroom observations, SIOP Model PDs ERO Reports, Bilingual Writing Portfolios, SELP/SSLP, ESL Reach Unit Assessments.</p> <p>Summative: STAAR, TELPAS Composite Ratings based on rubric, AMAOS I and II, SAT 10, TPRI and Tejas Lee EOY results</p> <p>All K-5th bilingual students will improve at least one categorical rating on TELPAS</p>				

<p><b>Critical Success Factors</b> CSF 7</p> <p>4) 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.</p> <p>Timeline: June 2018, and May 2019</p> <p>Population: Teachers</p>		<p>Principal, Dean of Instruction, Classroom Teachers</p>	<p>Formative: ERO Transcripts</p> <p>Summative: G/T Campus Compliance Report</p> <p>Increase identification of GT Students by 5%.</p>				
<p>5) 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.</p> <p>Timeline: Dec. 2018 - May 2019</p> <p>Population: 3rd - 5th Grade Teachers, Sped Ed. Teachers</p>		<p>Principal, Administrators, Dean of Instruction</p>	<p>Formative: ERO Session Evaluation, SubSmart Documentation, Plan of Action</p> <p>Summative: EOY Student Data and STAAR Scores</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**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 Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

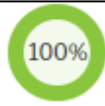
**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>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, calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>SA#10</p>	2.5	Principal, Dean of Inst., PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist	<p>Formative: ERO Session Evaluations, TLI Activity Report, Classroom Observations</p> <p>Summative: STAAR, TELPAS Composite Ratings based on AMAOS I and II, PBMAS, SAT 10, TPRI/TEJAS Lee EOY</p> <p>We will have a 10% increase in the number of students meeting the Phase II passing standard</p>				
Funding Sources: 211 Title I-A - 13000.00							



<p>2) Burns Elementary will purchase computer based educational software to provide personalized, interactive math instruction in a web based learning system for 3rd-5th grade students.</p> <p>Timeline: Sept. 2018 - June 2019</p>	<p>2.5</p>	<p>Principal, Dean of Instruction, Teachers, Math Curriculum Specialist</p>	<p>Formative: Usage Reports, Progress Monitoring Assessments, Report Card Grades, Benchmark Data</p> <p>Summative: EOY Usage Reports and Math STAAR Scores</p>				
<p>Population: TI, MI, LEP, SE, AR, GT, DYS</p> <p>SA#10</p>	<p>Funding Sources: 162 State Compensatory - 6000.00</p>						
<p>3) In an effort to meet the needs of teachers and students, Mimio Teach bars will be provided through funding. In order to keep up with campus needs, students need to have access to web based programs and teachers to data which in turn enables campus success.</p> <p>Timeline: Aug. 2018-Jun.2019</p> <p>Population: Teachers</p>		<p>Administration, Dean of Instruction, and Teachers</p>	<p>Campus Performance and Campus Compliance District Requirements</p>				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>4) 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</p> <p>Timeline: Sept. 2018 - June 2019</p> <p>Population: Teachers</p>	2.4	Principal, PK-5th Grade Teachers, Dean of Inst., Teacher Specialist, Curriculum Specialists, TST	Formative: Agendas, Sign-In sheets, ERO Documentation  Summative: STAAR Scores, TELPAS, TPRI/TEJAS LEE, CPM  The use of technology will increase in the classroom.				
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>5) Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas.</p> <p>AR Brain Pop Learning A-Z</p> <p>Timeline: Sept. 2018 - June 2019</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>		Principal, PK-5th Grade Teachers, Dean of Inst., Teacher Specialist, Curriculum Specialists, Librarian, TST	Formative: Lesson Plans Unit Tests, Walkthroughs  Summative: AR Reports STAAR, TELPAS/ TPRI CPM Scores EOY Computer Reports				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**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 Source(s) 1:** District and campus attendance rates, At-Risk Student Attendance.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>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.</p> <p>Parent Liaison will make residence visitations to increase attendance.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: Parents</p>		<p>Parent Liaison, Principal, Teacher, Data Entry Clerk</p>	<p>Formative: Contact Logs, Monthly Calendar, Peer Review Audit, Daily Attendance documents, PEIMS Reports</p> <p>Summative: Home Visit Documentation Binder, PEIMS Reports, Attendance Rates, Contact Logs, Mileage Logs, Six Weeks Report</p> <p>Parental involvement will increment 5%</p>				
							

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





**Evaluation Data Source(s) 2:** STAAR reports disaggregated for At-Risk students.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p> <p>Timeline: August 2018-June 2019</p> <p>Population: TI, MI, LEP, AR, DYS students</p>	2.4	Administrator for State Compensatory Education, Principal	<p>Formative: Administrative Walk-throughs, Lesson Plans, Grade books, Student progress reports, benchmarks, ERO Session Evaluation Reports, ERO Sessions Attendance Reports</p> <p>Summative: STAAR Scores, Retention Rate</p>				

<p><b>Comprehensive Support Strategy</b></p> <p>2) Provide a campus wide Dyslexia program for identified students:</p> <p>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.</p> <p>Timeline: August 2018 - June 2019 (Daily)</p> <p>Population: DYS, AR</p>	<p>2.4</p>	<p>Administrator for State Compensatory Education, Principal, Dyslexia Teacher</p>	<p>Formative: Walk-throughs, Student Progress Reports, Benchmarks</p> <p>Summative: STAAR Scores, TPRI/Tejas LEE scores, NRT Assessments</p>				
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<p style="text-align: center;"><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>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.</p> <p>Tablets, 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.</p> <p>Timeline: Sept. 2018-May 2019</p> <p>Population: Elementary AR, TI, LEP, MI</p>		<p>Administrator for State Compensatory Education, Principal</p>	<p>Formative: eSchoolPlus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmarks Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate</p>				
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<p>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.</p> <p>Timeline: August 2018-June 2019</p>	<p>2.4</p>	<p>Special Programs Administrator,Federal Programs Administrator,Principal, Librarian, Classroom Teachers</p>	<p>Formative:District and Campus Benchmark Scores,Teacher Observations,Student Progress Reports, Fluency Reports</p> <p>Summative : STAAR, Retention Rates, TELPAS, EOY Data</p>				
<p>Population: AR, TI Students</p> <p>SA#3,4, and 6</p>	<p>Funding Sources: 211 Title I-A - 4600.00, 199 Local funds - 800.00</p>						
<p>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.</p> <p>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.</p> <p>Timeline: Spring 2018</p> <p>Population: 5th grade students</p> <p>SA#2 and 11</p>	<p>2.5</p>	<p>Principal, Counselors, Teachers, Librarian, and middle school personnel</p>	<p>Formative: Scheduled visiting date</p> <p>Summative: Campus Visitor Logs</p>				
<p>Funding Sources: 199 Local funds - 8000.00</p>							
<p style="text-align: center;">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							

**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 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 Source(s) 3:** 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 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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:</p> <p>School Health Index            Jump Rope for Heart            Track &amp; Field            Encampment            Puberty Presentation            Health Curriculum            Physical activities at least 3 times a week for 45 minutes</p> <p>Timeline: August 2018-June 2019</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p>		Principal, Dean of Inst., PK- 5th grade Teachers,Coaches, Curriculum Specialist, and Nurse	Formative: ERO Session Evaluations, Sign In Sheets,Workshop Agendas  Summative: Fitness Gram results				



<p>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.</p> <p>Timeline: August 2018 - June 2019</p> <p>Population: TI, MI, LEP, AR, DYS students</p>		<p>Principal, Assistant Principals, Data entry Clerk, Counselors</p>	<p>Formative: Monthly eSchools, At-Risk reports, Homeless Documentation, Student Residency Questionnaire, Youth Connection Project Enrollment Letter/Unaccompanied</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
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 Resource Materials, Edusmart, 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 Standford 10/Apprenda, HMH and Pearson District adopted curriculum Timeline: August 2018-June 2019 Population: TI, MI, LEP, SE, AR, GT, DYS students SA#2
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, TRPI/TEJAS LEE, SAT10/APRENDA, STAAR, benchmarks, TELPAS, language, HMH Unit Assessments, Envision Unit Tests, LION Testing, and Mid-point Check-points to progress monitor student achievement and reinforce essential academic skills. Timeline: BOY, MOY and EOY Population: T1, MI, LEP, SE, AR, GT, DYS students SA#2
1	2	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 (K-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. Timeline: August 2018-June 2019 Population: T1, MI, LEP, SE, AR, GT, DYS students SA#6 and 7
1	2	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 Timeline: Aug.. 2018 - May 2019 Population: PK-3 & PK-4Students SA#8
1	3	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. Timeline: May 2019 Population: T1, MI, LEP, SE, AR, GT, DYS students SA#2
1	4	1	GT Students will be encouraged to participate in opportunities for advanced learners such as: Science Fair, Chess, and UIL. Timeline: August 2018 - June 2019 Population: GT Students
1	4	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. Timeline: Sept. 2018 - June 2019 Population:TI, MI, LEP, SE, AR, GT, DYS
3	1	1	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. Timeline: Monday, Tuesday, and Wednesday Sept. 2018-April 2019 Population: TI, MI, LEP, AR, DYS students SA#1

Goal	Objective	Strategy	Description
3	1	2	PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Educational Games, Arts/Crafts, and Dramatic Play. Timeline: August 2018-May-2019 Population: All Students SA#1
7	1	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. Timeline: August 2018 - June 2019 Population: Teachers SA#7
7	1	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 Timeline: August 2018-June 2019 Population: T1, MI, LEP, SE, AR, GT, DYS students
7	1	3	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. Timeline: August 2018-June 2019 Population: LEP Students
8	1	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, calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Timeline: August 2018-June 2019 Population: T1, MI, LEP, SE, AR, GT, DYS students SA#10
8	1	5	Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas. AR Brain Pop Learning A-Z Timeline: Sept. 2018 - June 2019 Population: TI, MI, LEP, SE, AR, GT, DYS
9	2	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. Timeline: August 2018-June 2019 Population: TI, MI, LEP, AR, DYS students
9	2	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. Timeline: August 2018 - June 2019 (Daily) Population: DYS, AR
9	2	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. Tablets, 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. Timeline: Sept. 2018-May 2019 Population: Elementary AR, TI, LEP, MI

# State Compensatory

## Budget for Burns Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6112-00-128-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
162-11-6112-00-128-Y-30-061-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
162-11-6118-00-128-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$15,056.00
162-11-6118-00-128-Y-30-061-Y	6118 Extra Duty Stipend - Locally Defined	\$17,000.00
162-11-6118-00-128-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$48,000.00
199-11-6121-00-128-Y-11-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$200.00
199-23-6121-08-128-Y-99-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$100.00
199-51-6121-47-128-Y-99-000-Y	6121 Extra Duty Pay/Overtime - Support Personnel	\$50.00
<b>6100 Subtotal:</b>		<b>\$82,406.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-62-128-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$6,000.00
<b>6200 Subtotal:</b>		<b>\$6,000.00</b>
<b>6300 Supplies and Services</b>		
199-51-6315-00-128-Y-99-000-Y	6315 Supplies for Maintenance and/or Operations - Locally Defined	\$6,000.00
162-11-6396-00-128-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,200.00
199-11-6396-00-128-Y-11-000-Y	6396 Supplies and Materials - Locally Defined	\$5,000.00
199-51-6399-00-128-Y-99-000-Y	6399 General Supplies	\$3,000.00
162-11-6399-62-128-Y-30-000-Y	6399 General Supplies	\$6,930.00
199-11-6399-00-128-Y-11-000-Y	6399 General Supplies	\$2,000.00
199-11-6399-16-128-Y-11-000-Y	6399 General Supplies	\$2,000.00

199-11-6399-51-128-Y-11-000-Y	6399 General Supplies	\$1,200.00
199-11-6399-62-128-Y-11-000-Y	6399 General Supplies	\$1,250.00
199-12-6399-00-128-Y-99-000-Y	6399 General Supplies	\$800.00
199-23-6399-00-128-Y-99-000-Y	6399 General Supplies	\$2,473.00
199-23-6399-16-128-Y-99-000-Y	6399 General Supplies	\$500.00
199-31-6399-00-128-Y-99-000-Y	6399 General Supplies	\$250.00
199-33-6399-00-128-Y-99-000-Y	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$34,103.00</b>
<b>6400 Other Operating Costs</b>		
199-23-6411-23-128-Y-99-000-Y	6411 Employee Travel	\$2,000.00
199-11-6494-00-128-Y-11-000-Y	6494 Reclassified Transportation Expenses	\$8,000.00
199-31-6498-00-128-Y-99-000-Y	6498 Athletic/PE Supplies - Locally Defined	\$3,000.00
<b>6400 Subtotal:</b>		<b>\$13,000.00</b>

**Personnel for Burns Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elvira Granado	PK Teacher	State Comp	0.50
Ericka Hinojosa	Dean of Instruction	State Comp	1.0
Giralda Villar	PK Teacher	State Comp	0.50
Jessica M. Salas	PK Teacher	State Comp	0.50
Maria A. Cariaga	PK Teacher	State Comp	0.50
Maria Reyes	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. 5-16) 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 Level II Performance on STAAR Assessments for the 2015-2016 school year and to increase the Level III Advanced Academic Performance to at least 40% in all content areas.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Alma S. Garza, Ericka Hinojosa, Ruben Garcia, Armandina Garcia, Sara Hernandez, Elvira Granado, Edna Oliva, Georgina Estrada, Griselda Rodriguez-Mendez, Katherine Perez, Irma Garza

### **2.2: Regular monitoring and revision**

Our Campus Improvement Plan is regularly monitored through SBDM and revisions are made as needed.

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

Our Campus Improvement Plan will be posted on our Campus Website.

### **2.4: Opportunities for all children to meet State 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 funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds.

Title I Funds along with 162 and 211 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and

enhance the overall instructional program. Bilingual 263 funds and Migrant 212 funds are encumbered to help support student instruction at Burns Elementary. 5th grade students will utilize their COWS to supplement the core instructional program and improve instructional delivery methods via technology media. Students (in 3rd-5th classrooms) will work on software recommended by the state once a week and at home to increase reading, math, writing, and science academic performance. Resources such as VGA cables, headphones, speakers and projector lamp bulbs will be used to maintain the proper performance of our existing capital outlay and continue the multisensory learning for our students. Resources (ink cartridges) are needed to print Report Cards, Progress Reports, Records, and PRC to maintain appropriate student files and communication with parents.

In addition to those described above, PFS Migrant Funds are used for supplemental services including supplies before other migrant students to ensure that the requirements delineated by NCLB Sections 1304(d). All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Our goal is to strengthen classroom instruction using research-based strategies and effective implementation of second language acquisition theories in the bilingual/ESL classroom. Supplemental reading resources will be purchased to improve student achievement in the areas of reading and writing such as Gail Fuller Reading. Intensive afterschool instruction using TELPAS activities and supplemental instructional materials will be provided to our LEP students, to improve TELPAS Scores and meet Annual Measurable Achievement Objectives (AMAOs) progress and attainment. Burns LPAC Team meets to monitor progress, category movements, and Exit Criteria based on scores.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. 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 resources to enhance the instructional program.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Our campus offers individualized instruction in the core content areas through resource classes, inclusion services provided in the GE classroom.

## **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.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will also be provided in-house tutorials to master the weak objectives.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Informing parents of the STARR requirements in regards to readiness and supporting standards, passing rates and rigor of the assessment will be shared at monthly meetings. Parent survey responses/concerns will also be addressed and together we will collaborate to implement new support programs on campus to increase parental involvement throughout the school year.

### **3.2: Offer flexible number of parent involvement meetings**

The School will host bi-weekly parent-training meetings in a work friendly environment on topics that will assist in improving student achievement, attendance, and student discipline in school and at home.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Gomez	3YO Teacher Aide	Title I-A	1.0
Claudia Trevino	Parent Liaison	Title I-A	1.0
Corina Hernandez	Title I-A PK Aide	Title I-A	1.0
Emma Patino	Library Aide	Title I-A	1.0
Herlinda Alaniz	Title I-A PK Aide	Title I-A	1.0
Katherine Perez	3YO Teacher	Title I-A	1.0
Madely Alcantar	FP Teacher Aide	Title I-A	1.0
Maria Luisa Davila	Title I-A PK Aide	Title I-A	1.0
Reyna Rivera	Nurse	Title I-A	0.40
Sylvia S. McDonough	3YO Teacher	Title I-A	1.0
Veronica Castellanos	Title I-A PK Aide	Title I-A	1.0
Veronica Rosas	3YO Teacher Aide	Title I-A	1.0

## 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Alma Garza	Principal
Classroom Teacher	Elvira Granado	PK4 Teacher
Classroom Teacher	Edna Oliva	2nd grade Teacher
Classroom Teacher	Georgina Estrada	Sp Ed Teacher
Classroom Teacher	Sara N. Hernandez	4th Grade Teacher
Non-classroom Professional	Claudia Mazur	Coach
Classroom Teacher	Griselda Rodriguez-Mendez	Kinder Teacher
Classroom Teacher	Monica R. Garcia	3rd Grade Teacher
Classroom Teacher	Mary E. Torres	5th Grade Teacher
District-level Professional	Arturo Gacia	Special Programs Coordinator
Paraprofessional	Cynthia Delgado	Paraprofessional
Parent	Marleen Cisneros	Parent
Business Representative	Adriana Ramirez	Business Representative
Meeting Facilitator	Ericka Hinojosa	Dean of Instruction
Community Representative	Ruben Herrera	Community Representative
Business Representative	Diego Huesca	Business Representative
Student	Mia Gonzalez	Student

# Campus Funding Summary

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Copy Paper	199-11-6396-00-128-Y-11-000-Y	\$5,000.00
1	1	1	General Supplies	199-11-6399-00-128-Y-11-000-Y	\$2,000.00
1	1	1	General Supplies	199-11-6399-51-128-Y-11-000-Y	\$1,200.00
1	1	1	General Supplies	199-11-6399-62-128-Y-11-000-Y	\$1,250.00
1	1	1	General Supplies	199-11-6399-16-128-Y-11-000-Y	\$2,000.00
1	2	2	Extra Duty Pay/ Overtime	199-11-6121-00-128-Y-11-000-Y	\$200.00
3	2	3	General Supplies	199-23-6399-00-128-Y-99-000-Y	\$2,473.00
3	2	3	General Supplies	199-23-6399-16-128-Y-99-000-Y	\$500.00
5	1	2	General Supplies	199-31-6399-00-128-Y-99-000-Y	\$250.00
5	2	1	General Supplies	199-33-6399-00-128-Y-99-000-Y	\$500.00
5	2	1	Supplies for Maintenance Operation	199-51-6315-00-128-Y-99-000-Y	\$6,000.00
5	2	1	General Supplies	199-51-6399-00-128-Y-99-000-Y	\$3,000.00
5	2	1	Extra Duty Pay - Overtime	199-51-6121-47-128-Y-99-000-Y	\$50.00
6	1	1	Awards	199-31-6498-00-128-Y-99-000-Y	\$3,000.00
6	1	2	Employee Travel	199-23-6411-23-128-Y-99-000-Y	\$2,000.00
6	1	2	Extra Duty Pay- Overtime	199-23-6121-08-128-Y-99-000-Y	\$100.00
9	2	4	General Supplies	199-12-6399-00-128-Y-99-000-Y	\$800.00
9	2	5	Transportation	199-11-6494-00-128-Y-11-000-Y	\$8,000.00
<b>Sub-Total</b>					\$38,323.00
<b>Budgeted Fund Source Amount</b>					\$38,323.00
<b>+/- Difference</b>					\$0
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Sub for Support Personnel	162-11-6112-00-128-Y-30-000-Y	\$1,000.00

1	2	2	Subs for Instructional Support	162-11-6112-00-128-Y-30-061-Y	\$1,000.00
1	3	1	Instructional Materials	162-11-6399-00-128-Y-000-Y	\$5,941.00
3	1	1	Professional Extra Duty Pay - SSI	162-11-6118-00-128-Y-24-SSI	\$15,056.00
3	1	1	Professional Extra Duty Pay	162-11-6118-00-128-Y-30-061-Y	\$17,000.00
3	1	2	Professional Extra Duty Pay	162-11-6118-00-128-Y-30-ASP-Y	\$48,000.00
3	1	3	Copy Paper	162-11-6396-00-128-Y-30-000-Y	\$2,200.00
3	1	3	General Supplies	162-11-6399-62-128-Y-30-000-Y	\$6,930.00
3	1	3	Supplies- Toner	162-11-6399-62-128-Y-30-000-Y	\$2,230.00
8	1	2	Supplies & Materials - Software	162-11-6299-62-128-Y-30-000-Y	\$6,000.00
<b>Sub-Total</b>					\$105,357.00
<b>Budgeted Fund Source Amount</b>					\$104,357.00
<b>+/- Difference</b>					<b>\$-1,000.00</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	LPAC subs	163-11-6112-00-128-Y-25-000-Y	\$2,500.00
<b>Sub-Total</b>					\$2,500.00
<b>Budgeted Fund Source Amount</b>					\$2,500.00
<b>+/- Difference</b>					<b>\$0</b>
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	General Supplies	211-11-6399-00-128-Y-30-0F2-Y	\$8,498.00
1	2	1	General Supplies	211-13-6399-00-128-Y-30-AYP-Y	\$4,500.00
3	1	1	Copy Paper	211-11-6396-00-128-Y-30-0F2-Y	\$2,500.00
3	1	2	Classified Extra Duty Pay	211-11-6121-00-128-Y-24-ASP-Y	\$32,927.19
5	1	2	General Supplies	211-31-6399-00-128-Y-30-0F2-Y	\$2,000.00
5	2	1	General Supplies	211-33-6399-00-128-Y-30-0F2-Y	\$1,000.00
5	2	1	Supplies for Maintenance	211-51-6315-00-128-Y-30-0F2-Y	\$900.00
5	2	1	General Supplies - Toner	211-33-6399-62-128-Y-30-0F2-Y	\$1,000.00

6	1	3	General Supplies	211-61-6399-00-128-Y-30-0F2-Y	\$1,000.00
7	1	1	Laptop, Document Camera/Projector Combo, Smart Board	211-13-6398-00-128-Y-30-0F2	\$6,000.00
8	1	1	General Supplies- Projector Combos(7)/ Laptops (4)	211-11-6398-00-128-Y-30-0F2-Y	\$13,000.00
9	2	4	General Supplies for Library	211-12-6399-00-128-Y-30-0F2-Y	\$2,100.00
9	2	4	General Supplies	211-12-6399-62-128-Y-30-0F2-Y	\$1,500.00
9	2	4	Reading Materials	211-12-6325-00-128-Y-30-0F2-Y	\$1,000.00
<b>Sub-Total</b>					\$77,925.19
<b>Budgeted Fund Source Amount</b>					\$44,998.00
<b>+/- Difference</b>					<b>\$-32,927.19</b>
<b>Grand Total</b>					<b>\$224,105.19</b>