

Brownsville Independent School District
Burns Elementary
2016-2017 Campus Improvement Plan



Mission Statement

“The vision of Burns Elementary School is to afford 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, and carry with him/her a lifelong desire for learning.”

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Marylyn E. Burns Elementary was named after the late Marylyn E. Burns, a veteran high school English teacher from the Brownsville Independent School District. Burns Elementary School, “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 was built in 1983 and serves 870+ students in the grades early childhood (3 year old) through fifth. As of the 2015-2016 school year, the campus employed 45 teachers, 11 professional support staff, 4 campus administrators, 21 educational aids for a total staff count of 81 employees. As reported in the 2014-2015 TEA Accountability Summary, the student population includes: 99.5% Hispanics, 0.3% White, and 0.2% Asian; 96.7% Economically Disadvantaged, 3.3% Non-Educationally Disadvantage, 45.5% Limited English Proficient (LEP), and 63% At-Risk. The Attendance Rate is 96.6% for all students and 96.7% for at-risk students. Moreover, the Retention Rate is 5.9% 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. 2015-2016 EOY data revealed the following: Pre-K students Met District standard of 70% or better in math. 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 at EOY Met/exceeded District standard of 70% of better student attainment in word reading and reading comprehension. In regards to STAAR, our 5th grade students Index 1 passing percentage of 95% in Math showed an increase of 4% over 2015 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 2015 STAAR scores (Index 1).

Demographics Needs

The following areas of improvement were identified after all findings were analyzed by the SBDM Committee. Burns Elementary 2015-2016 EOY data revealed the following: 1st grade students did not meet/exceed District standard of 70% or better student attainment on word reading, fluency, or reading comprehension (Strategy 1.8, 1.9, 3.3, 7.2, 7.8). Moreover, 2nd grade students did not meet/exceed District standard of 70% or better student attainment on phonics and fluency (Strategy 1.8, 1.9, 3.3, 7.8). In regards to the STAAR, our 3rd, 4th, and 5th grade students all showed a decrease in the area of STAAR Reading compared to 2015 Index 1. Our 4th grade students Index 1 showed a decrease of 4% in 4th Grade STAAR Writing. In STAAR Sped. Ed. Writing

and Science student scores performed less than the school average (Strategy 1.1, 1.2, 3.1, 3.3). Furthermore, our LEP students, At-Risk, and Migrant student populations performed less when compared to the school average across all tested STAAR content areas; these areas are identified as priority (Strategy 1.1, 1.2, 1.5, 1.7, 1.12, 3.1, 3.3, 7.2). Another area needing improvement is in the area of Attendance. As of the 2014-2015 school year, Burns' 96.9% yearly attendance rate is short of District expectations set forth at 97.5% (Strategy 4.1, 4.2, 4.3, 6.1, 6.2, 6.3)

Student Achievement

Student 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 (6.3%), Grade 1 (17.7%), Grade 2 (4.9%). Reported grade levels are higher than state percentages.

Special Education Rates of Retention: Kinder (8.3%), Grade 1 (6.3%), and Grade 2 (0%).

Upper Grades

STAAR Summary of 3rd-5th Grades Tested

Math- All Students (77%), At-Risk (68%), Economically Disadvantaged (77%), Hispanic (76%), White (*), Female (73%), Male (79%), Gifted and Talented (100%), LEP (67%), Migrant (71%), Special Education (42%)

Reading- All Students (67%), At-Risk (52%), Economically Disadvantaged (66%), Hispanic (70%), White (*), Female (68%), Male (70%), Gifted and Talented (100%), LEP (45%), Migrant (43%), Special Education (19%)

Writing- All Students (68%), At-Risk (51%), Economically Disadvantaged (67%), Hispanic (73%), White (*), Female (73%), Male (65%), Gifted and Talented (100%), LEP (49%), Migrant (100%), Special Education (29%)

Science- All Students (80%), At-Risk (69%), Economically Disadvantaged (80%), Hispanic (72%), White (*), Female (70%), Male (72%), Gifted and Talented (100%), LEP (68%), Migrant (100%), Special Education (41%)

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 all assessed content areas of the STAAR Test.

Student 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 Achievement Needs

The following areas of need were identified after all findings were analyzed by the SBDM Committee. Increase 1st and 2nd grade percentages on Sat 10/Appenda II (amongst all sub-pops) to reflect a greater % of students at the 40% threshold or higher (Strategy 1.1, 1.2, 1.2, 1.3, 1.5, 1.8, 1.9, 3.3, 3.11, 7.8). Increase STAAR scores amongst all indexes for all sub-population of 3rd-5th grade students in all tested areas (Strategy 1.1, 1.2, 1.3, 1.5, 1.8, 1.18, 3.1, 3.3, 7.2). Supplemental instructional materials will include State assessment workbooks as well as other general supplies to include duplicating paper aimed at supporting instruction. Migrant students will be provided with supplemental supplies which will assist them in attaining same high level of achievement as their peers. Furthermore, as evidenced by cumulative data is the need to increase English language proficiency for our LEP, At-Risk and Migrant students (Strategy 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.12, 3.1, 3.3, 3.12, 7.2)

School Culture and Climate

School Culture and Climate 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 2015-2016. The campus will continue to implement prevention and intervention strategies to continue pattern of no discipline incidents.

School Culture and Climate 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 TLI present at bi-weekly parental involvement meetings. Parents are made aware of the varying campus initiatives aimed at supporting a positive school culture.

School Culture and Climate Needs

The following needs were identified after all findings were analyzed by the SBDM Committee. Recognize students every 6 weeks for academic achievement and perfect attendance (Strategy 4.1,); furthermore; recognize students at the end of the year to increase motivation, attendance and academic achievement (Strategy 4.1, 4.2, 4.3). Parental involvement needs to increase at Burns Elementary (Strategy 6.1, 6.4). This is especially true when it comes to bi-weekly meetings and during student/teacher conferences. To support instruction and motivate students, incentives need to be provided to promote academic achievement in regards to district/campus benchmarks, progress monitoring instruments, and weekly assessments (Strategy 4.1).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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 (Strategy 1.17). In addition to appropriate certification, teachers are sought who are experienced and have been successful in previous assignments.

Staff Quality, Recruitment, and Retention Strengths

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

Staff Quality, Recruitment, and Retention Needs

The following needs were identified after all findings were analyzed by the SBDM Committee. Teachers on campus would benefit from increased Professional Development oppourtunies in regards to RTI, Differentiated Instruction (to meet the needs of diverse student populations), and the Shelted Instruction Observation Protocol, SIOP (Strategy 1.1, 1.2, 1.3, 1.6 1.12, 3.3)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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.

Curriculum, Instruction, and Assessment Strengths

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 (Strategy 1.19). 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 Living with Science, Think-Through-Math, and Istation support the state mandated curriculum and provide visual stimulation to present content in different ways (Strategies 1.15, 1.16). 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.

Curriculum, Instruction, and Assessment Needs

The following areas of need were identified after all findings were analyzed by the SBDM Committee. After analysing EOY data from 2015-2016 school year, vocabulary development and fluency rates need to increase as well as the implementation of TLI Cognitive Strategies and Routines in classroom instruction (Strategy 1.8, 1.9, 3.13). Based on campus performance, administration needs to have access to web based programs and data through mobility in

order to keep up with campus needs (Strategy 1.20). Teachers on campus would also benefit from more exposure and additional training for those that have not been SIOP trained (1.12); these measures would increase the listening, speaking, reading, and writing proficiencies as dictated by the TELPAS progress measures (Strategies 1.2, 1.4, 1.7, 1.12) As part of HB5 compliance, the campus will continue to comply with meeting new legislative requirements (Strategy 1.10).

Family and Community Involvement

Family and Community Involvement Summary

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.

Family and Community Involvement Strengths

As evidenced by 2015-2016 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. For the most part, the schools cleanliness is well regarded by most of our parents; 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.

Family and Community Involvement Needs

As evidenced by 2015-2016 CNA results, the following is a list of our areas of need in regards to family and community involvement at Burns Elementary. Increase in parental attendance in bi-weekly meetings is a priority for our school (Strategy 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8). Parents also need to be rewarded at the end of the year for participation and assisting our school at various points in the school year (Strategy 6.4)

School Context and Organization

School Context and Organization Summary

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.

School Context and Organization Strengths

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-contained and to departmentalize and/or team teach in grades 4th-5th. The teachers in 3rd grade are able to focus in 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.

School Context and Organization Needs

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement are needed: update the school web page more consistently to keep campus personnel as well as the community abreast of activities and events as well as pertinent information about of school.

Technology

Technology Summary

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, 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.

Technology Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee. Burns Elementary has a TST on campus. Our 3rd-5th grade students have access to I-Station and Think-Through-Math 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.

Technology Needs

The following needs were identified after all findings were analyzed by the SBDM Committee. Teachers will be encouraged to seek professional development outside of contract hours to increase technology integration into the classroom; furthermore, to promote student engagement, multisensory learning and student achievement technology accessibility needs to be increased (Strategy 3.11, 8.2)

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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

Performance Objective 1: A Minimum of 90% of students will achieve Level II Performance on STAAR/EOC ELAIR Assessments. A minimum of 40% of students will achieve Level III Advanced Performance.

Summative Evaluation: STAAR Scores,
 TPRI/TJL/CPALLS EOY Scores,
 TELPAS Composite Ratings based on rubric,
 AMAOS I and II.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) The Dean of Instruction will provide 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 2016 - June 2017</p> <p>Population: Teachers</p> <p>CNA: Pg.# 11 and 12</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, 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>				
<p>Funding Sources: Title I-A - \$900.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) 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 & II, Early Childhood resources & Circle, RTI Tier Model, TLI Routines/Strategies Reach/ESL Stanford 10/Apprenda, HMH and Pearson District adopted curriculum</p> <p>Timeline: August 2016-June 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 8 and 12</p>	<p>2, 4, 10</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: State Bilingual - \$900.00, Title I-A - \$2635.00, Title III-A - \$779.00, Title III-A - \$1500.00, Title I-A - \$587.25</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 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 2016-June 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 11</p>	2, 4	Principal, Assistant Principals Dean of Instruction, PK- 5th grade Teachers, Teacher Specialist, Lead Teachers, Curriculum Specialist	<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>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) All PK-5th grade bilingual/ESL students will increase oral language skills to develop listening, speaking, reading and writing proficiency in English through the use of the ELPS and ELAR strategies. The REACH ESL Unit tests will be administered by teachers to monitor student progress.</p> <p>Timeline: August 2016-June 2017</p> <p>Population: LEP Students</p> <p>CNA: Pg.# 8 and 12</p>	2	Principal, Assistant Principal, Dean of Instruction, Language Arts Specialists, Bilingual Specialists, Classroom Teachers	<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>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>5) 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 and Envision Unit Tests 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>CNA: Pg.# 6, 8 & 11</p>	2, 8	Principal, Dean of Instruction, Teachers	<p>Formative: Lesson plans, student work, progress reports, progress monitoring</p> <p>Summative: STAAR results, TPRI/Tejas/LEE EOY results, CPM EOY results, TELPAS,</p> <p>Burns will have a 10% increase in the number of students meeting the Phase II passing standard</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 7</p> <p>6) 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 2016, and May 2017</p> <p>Population: Teachers</p> <p>CNA: Pg.# 11</p>	2, 3, 4	Principal, Dean of Instruction, Classroom Teachers	<p>Formative: ERO Transcripts</p> <p>Summative: G/T Campus Compliance Report</p> <p>Increase identification of GT Students by 5%.</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) 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>	2, 4, 10	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 EOY</p>				
<p>Timeline: May 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 8</p>	<p>Funding Sources: Title III-A - \$2000.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) 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>	2, 4	Principal, Dean of Instruction, Assistant Principals, RTI Teacher Specialist	<p>Formative: Classroom observations, 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>Phonemic Awareness, Graphophonemic Knowledge, Writing through the Day (PK/K), Fluency Initiative (K-5th), Vocabulary Initiative (PK-5th)</p> <p>Timeline: August 2016-June 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 5</p>	<p>Funding Sources: No Funds Required</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>9) As part of increasing fluency rates, K-5 teachers will administer cold and final read fluency passages to students on a weekly basis. Fluency tracking documents will be submitted to public folder for data analysis and to track student progress.</p>	2	Principal Dean of Instruction Assistant Principals	<p>Formative: Classroom observations, Campus Monitoring Instruments, BISD Instructional Feedback Form, BOY/MOY Data,</p> <p>Summative: EOY data, STAAR Scores, TPRI/TJL/CPM Scores, TELPAS, SAT 10/Appenda Data, fluency tracking documents EOY growth</p>				
<p>Timeline: Weekly during 2016-2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 5</p>	<p>Funding Sources: No Funds Required</p>						

<p>10) 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>	2	Principal, Dean of Inst., PK- 5th grade Teachers, Lead Teachers, Curriculum Specialist	<p>Formative: ERO Session Evaluations, Sign In Sheets, Workshop Agendas</p> <p>Summative: Fitness Gram results</p>				
<p>School Health Index Jump Rope for Heart Track & Field Encampment Puberty Presentation Health Curriculum Physical activities at least 3 times a week for 45 minutes</p> <p>Timeline: August 2016-June 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 12</p>	<p>Funding Sources: No Funds Required</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Utilize instructional technology by modeling with the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, Interactive whiteboards, calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Project Share TSLP courses will further develop the professional learning communities through the campus based leadership team (CBLT).</p> <p>Timeline: August 2016-June 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 11</p>	2	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: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) Increase the number of HQ Bilingual teachers SIOP trained in order to meet the instructional needs of our LEP students.</p> <p>Timeline: August 2016-June 2017</p> <p>Population: Bilingual Teachers</p>	2, 3, 4	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>				
Funding Sources: No Funds Required							

<p>13) GT Students will be encouraged to participate in opportunities for advanced learners such as: Brainsville, Science Fair, Chess, and UIL.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: GT Students</p>		<p>Principal, UIL Coordinator, Teachers, Dean of Instruction, Chess Sponsor</p>	<p>Formative: Student sign-in sheets</p> <p>Summative: EOY Student activity reports</p>					
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>14) The College Career Readiness Standards will be implemented through the Career Day Event, District College Awareness Day, Science Lab, Science Fair, Commended Tutorials 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 2016 - June 2017</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>					
<p>Timeline: August 2016 - June 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p> <p>CNA: Pg.# 12</p>		10	<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>				
		Funding Sources: No Funds Required		Funding Sources: State Compensatory - \$2750.00				

<p>16) To provide our K-5 students an engaging resource that links scientific knowledge with practical activities geared towards promoting scientific inquiry and Engineering design, Burns Elementary will renew Living with Science.</p> <p>Timeline: Sept. 2016 - June 2017</p> <p>Population:TI, MI, LEP, SE, AR, GT, DYS</p> <p>CNA: Pg.# 12</p>	10	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>				
Funding Sources: State Compensatory - \$1400.00							
<p>17) 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. 2016 - June 2017</p> <p>Population:Teachers</p> <p>CNA: Pg.# 11</p>	5	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>				
Funding Sources: No Funds Required							

<p>18) 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. 2016 - May 2017</p> <p>Population: 3rd - 5th Grade Teachers, Sped Ed. Teachers</p> <p>CNA: Pg. #8</p>	<p>10</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>Funding Sources: State Compensatory - \$3600.00</p>							
<p>19) 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. As such, supplies, materials, and equipment necessary to meet the goals of the Three-Year-Old Programs (PK-3) will be purchased.</p> <p>Timeline: Dec. 2016 - May 2017</p> <p>Population: PK-3 Students</p> <p>CNA: Pg. 12</p>	<p>10</p>	<p>Federal Program Administrator, Principal, Administrators, Dean of Instruction, and PK-3 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: Title I-A - \$600.00</p>							






<p>20) In an effort to facilitate the effectiveness of administration to meet the needs of teachers and students, laptops will be provided through funding. In order to keep up with campus needs, administration needs to have access to web based programs and data which in turn enables administrators to be mobile through in-services, walk-through, and campus data.</p> <p>Timeline: Aug. 2016-Jun.2017</p> <p>Population: Teachers</p> <p>CNA: Pg. 12</p>	10	Administration and Dean of Instruction	Campus Performance and Campus Compliance District Requirements				
<p>Funding Sources: Title I-A - \$3097.00</p>							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all of the fine arts areas with 92% meeting commended performance

Summative Evaluation: PDAS, Job Description/Evaluations, Post-Test Checklist Results, ERO Session Evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>1) 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 Noche Mexicana Christmas Parade Winter Carnival Art Exhibitions</p> <p>Timeline: August 2016- June 2017</p> <p>Population: T1, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 12</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>				
<p>Funding Sources: Advanced Academics, Local</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Burns Elementary School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR Phase II passing standard by 5% and increase the At-Risk attendance rate by 10%.

Summative Evaluation: STAAR, At-Risk Student Attendance Rate, Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) PK-3rd grade students not meeting reading, writing, math and/or science standards will be provided an extended day/week 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. 2016-April 2017</p> <p>Population: TI, MI, LEP, AR, DYS students</p> <p>CNA: pg. # 6 and 8</p>	2, 9, 10	Administrator for State Compensatory Education, Principal, Dean of Inst., Classroom Teachers	<p>Formative: Walkthroughs, Attendance Records, Student Progress Reports, Benchmarks, eSchool Plus Tutorial Schedule</p> <p>Summative: STAAR Scores, Retention Rate</p>				
<p>Funding Sources: State Compensatory - \$12623.00, State Compensatory - \$58145.54, Title I-A - \$2550.00, Title I-A - \$919.00, State Compensatory - \$2125.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) The Pre-K program will be provided full day in order to better prepare qualified students academically.</p> <p>Timeline: Daily</p> <p>Population: AR, TI, MI, LEP students</p>	10	Administrator for State Compensatory Education, Principal, Dean of Inst., Pre-K Teachers	<p>Formative: CPM (BOY & MOY), student progress reports, lesson plans, classroom observations</p> <p>Summative: CPM (EOY)</p>				
Funding Sources: State Compensatory - \$123408.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) 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 2016-June 2017</p> <p>Population: TI, MI, LEP, AR, DYS students</p>	4, 10	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>				
Funding Sources: State Compensatory - \$59034.00							






<p align="center">Critical Success Factors CSF 1</p> <p>4) Head Start Transition: Head Start Centers bring their students to visit our PK/K classrooms to better prepare the students for the upcoming school year.</p> <p>Timeline: Spring 2017</p> <p>Population: Headstart Students</p>	7, 10	Principal, Pre-K Headstart Teachers	<p>Formative: Scheduled visiting date, Meeting sign-in sheets</p> <p>Summative: Campus visitor log school</p>				
Funding Sources: No Funds Required							
<p>5) Middle School Transition: A transition orientation session for fifth graders going to Middle School will be held prior to completion of student choice slips. Middle school personnel will create an awareness of the Middle School expectations.</p> <p>Timeline: Spring 2017</p> <p>Population: All 5th grade students</p>	10	Principal, Counselors, 5th grade teachers, middle school personnel	<p>Formative: Scheduled visiting date, Meeting sign-in sheets</p> <p>Summative: Campus visitor logs</p>				
Funding Sources: No Funds Required							
<p>6) 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 2016 - June 2017</p> <p>Population: TI, MI, LEP, AR, DYS students</p>	10	Principal, Assistant Principals, Data entry Clerk, Counselors	<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>				
Funding Sources: No Funds Required							

<p>7) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: TI, MI, LEP, AR, DYS students</p>	4, 10	Principal, Assistant Principals, Data entry Clerk, Counselors	<p>Formative: ERO Session Evaluation Report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>8) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: TI, MI, LEP, AR, DYS students</p>	10	Principal, Counselors, Grade Level Teachers	<p>Formative: Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
Funding Sources: No Funds Required							
<p>9) Implement a food pantry and closet at Burns to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: AR Students</p>	10	Principal, Counselors, Parent Liaison	<p>Formative: Map showing food pantry location on campus, Student Progress Reports, Inventory List, Benchmark Scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
Funding Sources: No Funds Required							

<p>10) Provide a campus wide Dyslexia program for identified students:</p> <p>Identification process will follow Response to Intervention and Dyslexia procedures.</p> <p>Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook.</p> <p>Services provided will include individualized accommodation plans to be implemented in general education classrooms.</p> <p>Dyslexia Lab services will be provided for identified students as determined through evaluation.</p> <p>Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting.</p> <p>Timeline: August 2016 - June 2017 (Daily)</p> <p>Population: DYS, AR</p>	<p>10</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>				
<p>Funding Sources: State Compensatory - \$53784.00</p>							

<p>11) 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>Computers, document cameras, televisions, projectors,color printer, classroom clickers, toner, copy paper, mini Ipads, and tablets will be purchased to provide accessibility to instructional programs that would increase student interaction and engagement in the learning process.</p>	<p>2, 9, 10</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>				
<p>Timeline: Sept. 2016-May 2017</p> <p>Population: Elementary AR, TI, LEP, MI</p> <p>CNA: Pg.# 16</p>	<p>Funding Sources: Title I-A - \$8520.00, Title I-A - \$10000.00, State Compensatory - \$23938.46, State Compensatory - \$3821.00, State Bilingual - \$1500.00, Title III-A - \$8500.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>12) 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>	3	Special Programs Administrator,Federal Programs Administrator,Principal	Formative:District and Campus Benchmark Scores,Teacher Observations,Student Progress Reports				
<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 2016- June 2017</p> <p>Population: AR, TI Students</p> <p>CNA: Pg.# 8 and 11</p>	<p>Funding Sources: Title I-A - \$50842.00, Title I-A - \$153048.00</p>						

<p>13) Classroom sets will be purchased to 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 2016-June 2017</p> <p>Population: AR, TI Students</p> <p>CNA: Pg.# 12 & 13</p>	10	Special Programs Administrator, Federal Programs Administrator, Principal, Dean of Instruction, Classroom Teachers	Formative: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Fluency Reports				
<p>Funding Sources: Title I-A - \$2000.00, State Bilingual - \$2000.00</p>							
<p>14) PK-5th grade students will have the opportunity to attend Extended Day Enrichment Program which will provide academic integration through Language Arts, Accelerated Reading, Sports/Games, Arts/Crafts, and Dramatic Play.</p> <p>Timeline: August 2016-May-2017</p> <p>Population: All Students</p> <p>CNA: Pg# 11</p>	10	Principal, Dean of Instruction, Classroom Teachers, Special Programs Teachers	Formative: Schedules, Attendance Reports, Lesson Plans				
<p>Funding Sources: State Compensatory - \$31433.00, Title I-A - \$31330.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: To sustain and increase yearly attendance rate to 97.5%

Summative Evaluation: Attendance Rates through use of District Attendance Monitoring form and Campus Visits by Pupil Services

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors 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. 2016 - May 2017 (Six Weeks Timeline Implementation)</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 6</p>	2, 10	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>				
Funding Sources: Local							

<p style="text-align: center;">Critical Success Factors 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 2016 - May 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 6</p>	Principal, Parent Liaison, Teachers, Data Entry Clerk	Formative: Daily attendance documentation, PEIMS Reports	Summative: Six Weeks report, PEIMS Reports				
<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>3) A Missing in Action (MIA) form documenting students that failed to report to school will be sent to the office every morning by 8:30am.</p> <p>Timeline: August 2016 - May 2017 (Daily)</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p> <p>CNA: Pg.# 6</p>	Principal, Parent Liaison, Teachers, Data Entry Clerk	Formative: Daily attendance documentation, PEIMS Reports	Summative: Six Weeks report, PEIMS Reports				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 4</p> <p>4) Reduce by 5% yearly the out-of-school suspension by researching and evaluating 2015-2016 number of days students were absent due to OSS</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS students</p>	Principal, Assistant Principals, Teachers	Formative: OSS Six Weeks Report Attendance Reports				
	<p>Funding Sources: No Funds Required</p>					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals will decrease by 5%.

Summative Evaluation: End of year Discipline reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	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, 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 2016 - June 2017</p> <p>Population: Faculty, Staff, All Students, Parents</p>		<p>EOP Team, Campus Safety Coordinator, Teachers, Principal</p>	<p>Formative: Safety Meeting Agendas, Sign-In Sheets, ERO Documentation</p> <p>Summative: EOP Audit Report</p>				
<p>Funding Sources: No Funds Required</p>							

<p>2) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents and staff through campus distribution of SCC.</p> <p>Timeline: August 2016 - July 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>		<p>Campus Administration, Campus Safety Coordinator, Teachers</p>	<p>Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO Documentation</p> <p>Summative: Review 360 Reports, PRC Filing</p>				
<p>Funding Sources: No Funds Required</p>							
<p>3) Counselors will conduct classroom presentations on conflict resolution skills in order to reduce the number of office referrals, such as Gang Awareness, Bullying/Harassment, Dating Violence, 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 2016 - May 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>		<p>Counselors</p>	<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>Funding Sources: No Funds Required</p>							
<p>4) 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 BISSD staff to recognize and address the issue, as a preventive measure.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: PK-5th Grade Teachers</p>	<p>4</p>	<p>Counselors</p>	<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>Funding Sources: No Funds Required</p>							

<p>5) 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 2016 - June 2017</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>				
<p>Funding Sources: No Funds Required</p>							
<p>Critical Success Factors CSF 7</p> <p>6) Faculty and staff will be trained on the Classroom Management and procedures/First 21 Days of School to promote a safe and positive classroom learning environment.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: All Teachers</p>	<p>4</p>	<p>Counselors</p>	<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>Funding Sources: No Funds Required</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Performance Objective 1: Burns Elementary will increase parental involvement by 5% from 2015-2016 to 2016-2017

Summative Evaluation: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates, STAAR Scores


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>1) 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 TLI</p> <p>Timeline: August 2016 - May 2017</p> <p>Population: Parents</p> <p>CNA: Pg.# 6 & 14</p>	4, 6	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: Title I-A - \$400.00, Title I-A - \$1000.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>2) 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 2016 - June 2017</p> <p>Population: Parents</p> <p>CNA: Pg.# 6 & 14</p>	4, 6	Principal, Parent Liaison, Teachers	<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>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) 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.</p> <p>Parent Liaison will make residence visitations to increase attendance.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: Parents</p> <p>CNA: Pg.# 6 & 14</p>	4, 6	Parent Liaison	<p>Formative: Contact Logs, Monthly Calendar, Peer Review Audit</p> <p>Summative: Home Visit Documentation Binder, PEIMS Reports, Attendance Rates, Contact Logs, Mileage Logs</p> <p>Parental involvement will increment 5%</p>				
<p>Funding Sources: Title I-A - \$32802.00, Title I-A - \$200.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>4) A yearly Parent Recognition Ceremony will be held to recognize our parent volunteers.</p> <p>Timeline: May 2017</p> <p>Population: Parents</p> <p>CNA: Pg.# 14</p>	<p>6</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>Funding Sources: No Funds Required</p>							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>5) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Timeline: March - April 2017</p> <p>Population: Parents</p> <p>CNA: Pg.# 14</p>	<p>6</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>Funding Sources: No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>6) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Timeline: Sept. - Nov. 2016</p> <p>Population: Parents</p> <p>CNA: Pg.# 14</p>	6	Principal, Parent Liaison	<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>Funding Sources: No Funds Required</p>							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>7) 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 2016</p> <p>Population: Parents</p> <p>CNA: Pg.# 14</p>	6	Principal, Parent Liaison, Teachers	<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>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>8) 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. 2016</p> <p>Population: Parents</p> <p>CNA: Pg.# 14</p>	6	Principal, Parent Liaison	Formative: Fliers				
				Summative: Title I-A Parental Involvement Checklist, Burns Website			
		Funding Sources: No Funds Required					
							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: Migrant students at Burns Elementary will increase achievement on STAAR Phase II Passing standard by 5%; Migrant students will increase achievement on EOY assessments passing standard by 5.






Summative Evaluation: PBMAS Reports, EOY Summary Reports, TAPR Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Sections 1304(d) are addressed.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: PFS Migrant Students</p>	2, 9, 10	Special Program, Administrator, Campus Principal, Dean of Instruction	<p>Formative: NGS Campus Reports</p> <p>Summative: Attendance Sheets Completed, PFS Monitoring Tool</p> <p>Migrant Students will increase achievement on STAAR Phase II passing standard by 5%.</p>				
Funding Sources: No Funds Required							

<p>2) Instructional materials and supplies will be purchased to assist all Migrant students improve Math comprehension and computation, Reading comprehension, fluency, and vocabulary development to appropriate grade level standards.</p> <p>Timeline: March 2017</p> <p>Population: PFS/Migrant Students (PK-5th Grade)</p> <p>CNA: Pg.# 5 & 8</p>	10	Principal, Special Programs Administrator, Classroom Teacher, Dean of Instruction	<p>Formative: Document to verify receipt, Copy of the Pre-payment check, Receipts, PO numbers, and verification with signatures kept in a binder in the office.</p> <p>Summative: Completed Supplemental Support Items Distributed to Migrant Students,</p>				
<p>Funding Sources: Title I-C (Migrant) - \$815.00</p>							
<p>Critical Success Factors CSF 1</p> <p>3) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students.</p> <p>Timeline: July 2016 - June 2017</p> <p>Population: MI students</p>	2, 10	Principal, Special Programs Administrator, Office Clerk, Data Entry	<p>Formative: PEIMS Data, NGS Campus Data Reports</p> <p>Summative: NGS Campus Data Reports</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: MI students</p>	9	Principal, Teachers, Dean of Instruction	<p>Formative: Pre-Assessment Results</p> <p>Summative: CPM, TPRI, Tejas Lee, Apprenda, SAT 10 Post assessments</p>				
	Funding Sources: No Funds Required						
<p>5) Elementary migrant students will have an equal opportunity to attend the school district summer school program to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Timeline: June 2017</p> <p>Population: MI (K-5th) students</p>	9	Principal, Homeroom Teacher	<p>Formative: Grades 1- 5 Final Retention List, Master Schedule Report Eligibility lists and attendance sheets</p> <p>Summative: End of summer school program documentation</p> <p>At least 50% of eligible Migrant students will be promoted to the next grade level</p>				
	Funding Sources: No Funds Required						
<p>6) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: PFS/ Migrant Students</p>	10	Parent Liaison, Recruiter, DMC, MSC	<p>Formative: Academic success for all PK-2nd grade students</p> <p>Summative: EOY Promotion Rate</p>				
	Funding Sources: No Funds Required						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities.</p> <p>Timeline: August 2016 - June 2017</p> <p>Population: Migrant students in 3rd thru 5th grade</p>	9	Administrator, Campus Principal, Elementary Teachers, Dean of Inst	Formative: Pre-Assessment Results Campus Composites Summative: STAAR Results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) The academic progress of 1st grade migrant student will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>August 2016 - June 2017</p> <p>Population: 1st grade migrant students</p>	9	Principal, Parent Liasion, Homeroom teacher	Formative:3 weeks progressive reports Summative: 6 weeks report cards, TPRI/Tejas Lee assessment results Migrant Students will increase achievement on TPRI/TEJAS LEE at EOY				
Funding Sources: No Funds Required							
<p>9) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Timeline: August 2016- June 2017</p> <p>Population: Migrant and PFS students</p>	10	Campus Admin, Classroom Teacher Tutorial Teacher MSC	Formative: Formative: NGS Campus Reports, Progress Reports Summative: Retention Rates, STAAR Scores				
Funding Sources: Title I-C (Migrant) - \$1920.00							






<p>10) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Timeline: September 2016- May 2017</p> <p>Population: Campus Administrators, Faculty and Staff</p>		<p>Special Programs Administrator, Campus Administration, Campus Clerk</p>	<p>Formative: Formative: NGS Campus Reports, Progress Reports</p> <p>Summative: Retention Rates, STAAR Score</p>				
<p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Timeline: April 2017</p> <p>Population: Migrant Students</p>	1	<p>Campus Administration, Campus Clerks</p>	<p>Formative: Formative: NGS Campus Reports, Progress Reports</p> <p>Summative: Retention Rates, STAAR Score</p>				
<p>12) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment.</p> <p>Timeline: March 17, 2017</p> <p>Population: Migrant Students</p>	10	<p>Campus Administrators, Teachers of MI students</p>	<p>Formative: Formative: NGS Campus Reports, Progress Reports</p> <p>Summative: Retention Rates, STAAR Score</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Students at Burns will be technologically literate by the time they leave 5th grade

Summative Evaluation: EOY Student grades,STAR Survey Chart ERO Summary Report, Fixed Assets inventory Expenditure reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) 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. 2016 - June 2017</p> <p>Population: Teachers</p>	4	Principal, PK-5th Grade Teachers, Dean of Inst., Teacher Specialist, Curriculum Specialists, TST	<p>Formative: Agendas, Sign-In sheets, ERO Documentation</p> <p>Summative: STAAR Scores, TELPAS, TPRI/TEJAS LEE, CPM</p> <p>The use of technology will increase in the classroom.</p>				
Funding Sources: No Funds Required							

<p>2) Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas.</p> <p>AR Living With Science Brain Pop EduSmart Think Through Math</p> <p>Timeline: Sept. 2016 - June 2017</p> <p>Population: TI, MI, LEP, SE, AR, GT, DYS</p>	<p>Principal, PK-5th Grade Teachers, Dean of Inst., Teacher Specialist, Curriculum Specialists, Librarian, TST</p>	<p>Formative: Lesson Plans Unit Tests, Walkthroughs</p> <p>Summative: AR Reports STAAR, TELPAS/ TPRI CPM Scores EOY Computer Reports, Living With Science, I- Station and TTM Usage reports</p>				
<p>Funding Sources: No Funds Required</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State Compensatory

Budget for Burns Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-128-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$13,112.00
162-11-6118-00-128-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$12,280.00
162-11-6118-00-128-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$11,500.00
162-11-6119-00-128-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,784.00
162-11-6119-00-128-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$123,408.00
162-13-6119-31-128-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,034.00
6100 Subtotal:		\$273,118.00
6300 Supplies and Services		
162-11-6396-00-128-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$1,950.00
162-11-6399-00-128-Y-30-121-Y	6399 General Supplies	\$1,523.00
6300 Subtotal:		\$3,473.00
6600 Capital Outlay Accounts		
162-11-6649-62-128-Y-30-0K2-Y	6649 Capital Assets - Locally Defined	\$16,130.00
162-11-6649-62-128-Y-30-121-Y	6649 Capital Assets - Locally Defined	\$17,738.00
6600 Subtotal:		\$33,868.00

Personnel for Burns Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elvira Granado	Pre-K Teacher	State Compensatory	0.50
Ericka Hinojosa	Dean of Instruction	State Compensatory	1
Jessica M. Salas	Pre-K Teacher	State Compensatory	0.50
Maria A. Carriaga	Pre-K Teacher	State Compensatory	0.50
Maria Reyes	Dyslexia Teacher	State Compensatory	1
Sylvia McDonough	Pre-K Teacher	State Compensatory	0.50

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities.

Burns Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

Ten Schoolwide Components

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 (Strategy 7.11).

2: Schoolwide Reform Strategies

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 BISSD 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 (Strategy 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12,

3.1, 3.11, 4.1, 7.1, 7.3)

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's commitment to ongoing professional development in best practice methodologies and teacher support systems. In addition, efforts to recruit teachers is further aided by the District's commitment to pay teacher a stipend for a Master's Degree, and paying stipends for math, science and social studies (Strategy 1.6, 1.12, 3.12).

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school as well as district conferences and workshops which, will be intensive and sustained. Our goal is to improve LEP, SE, ED, and AR STAAR Level II passing rates for Reading, Math, Science, and Writing for all tested grade levels. To accomplish this goal, research based supplemental instructional resources will be purchased to ensure that all teachers have the tools to prepare our students to meet the demands of standardized assessments (Strategy 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.12, 3.3, 3.7, 5.4, 5.6, 6.1, 6.2, 6.3, 8.1)

5: Strategies to attract highly qualified teachers

Highly-qualified teachers will carry out the instructional program. Strategies to attract high-quality teachers to high needs schools will include our school's participation in supporting UTRGV students in allowing student teachers to do their student teaching at our campus or do classroom observation. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the selection of teachers from within District (with HQT status in high need field) and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies (Strategy 1.17).

6: Strategies to increase parental involvement

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 (Strategy 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8)

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to Burns Elementary will be held annually in the spring and for 5th grade students and their parents to assist with the transition into Vela middle school (Strategy 3.4)

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to: TPRI/TEJAS LEE, CPM, STAAR, TELPAS, LION, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments (Strategy 1.5).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

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 (Strategy 3.1, 3.11, 7.1, 7.4, 7.5, 7.7, 7.8).

10: Coordination and integration of federal, state and local services and programs

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 (Strategy 3.2, 3.3, 3.4, 3.5, 3.6, 3.7,

3.8, 3.9, 3.10, 3.11)

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 (Strategy 7.1, 7.2, 7.3, 7.6, 7.9, 7.12).

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 (Strategy 1.2, 1.7).

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 (Strategy 3.1).

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Gomez	3yr Old Teacher Aide	Title I-A	1.0
Claudia Trevino	Parent Liaison	Title I-A	1.0
Corina Hernandez	Title I-A Pre-K Aide	Title I-A	1.0
Herlinda Alaniz	Title I-A Pre-K Aide	Title I-A	1.0
Irma Valerio	3yr Old Teacher	Title I-A	1.0
Madely Alcantar	FP Teacher Aide	Title I-A	1.0
Maria Hinojosa	3yr Old Teacher Aide	Title I-A	1.0
Maria Luisa Davila	Title I-A Pre-K Aide	Title I-A	1.0
Reyna Rivera	Nurse	Title I-A	0.40
Rosemary Galvan-Bazan	3 yr Old Teacher	Title I-A	1.0
Veronica Castellanos	Title I-A Pre-K Aide	Title I-A	1.0
Veronica Rosas	3 yr old Teacher Aide	Title I-A	1.0
Yolanda Jackson	FP Teacher Aide	Title I-A	1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Alma S. Garza	Principal
Administrator	Ericka Hinojosa	Dean of Instruction
Business Representative	Michael Limas	Business Representative
Classroom Teacher	Ruben Garcia	1st Grade Chair
Classroom Teacher	Armandina U. Garcia	3rd Grade Chair
Classroom Teacher	Maria G. Garza	Sped Ed Chair
Classroom Teacher	Gloria Gomez	4th Grade Chair
Classroom Teacher	Claudia Mazur	PE Chair
Classroom Teacher	Suzie McDonough	PK 4 Chair
Classroom Teacher	Edna Oliva	2nd Grade Chair
Classroom Teacher	Maria Reyes	Dyslexia Teacher
Classroom Teacher	Cheryl Richardson	Music Teacher
Classroom Teacher	Oscar Rivera	Kinder Chair
Classroom Teacher	Maria Rosas	PK 3 Chair
Classroom Teacher	Anisa Saldivar	Art Teacher
Classroom Teacher	Ana Sosa	5th Grade Chair
Community Representative	Victor Masso	Community Member
District-level Professional	Arturo Gracia	Special Programs Coordinator
Paraprofessional	Cynthia Delgado	Paraprofessional
Parent	Marleen Cisneros	Parent
Parent	Perla Vasquez	Parent
Student	Daniela Sosa	Student

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Projector Combo	211-13-6649-00-128-Y-30-0F2-Y	\$900.00
1	1	2	State assessment materials, paper and general supplies	163-11-6399-00-128-Y-25-000-Y	\$2,635.00
1	1	2	General Supplies	211-11-6399-00-128-Y30-0F2-Y	\$587.25
1	1	19		211-11-6399-00-128-Y-32-3YR-Y	\$600.00
1	1	20	Laptops	211-23-6649-65-128-Y-30-0F2-Y	\$3,097.00
3	1	1	Paper	211-11-6396-00-128-Y-30-0F2-Y	\$2,550.00
3	1	1	General Supplies	211-11-6399-00-128-Y-30-0F2-Y	\$919.00
3	1	11	ProjectorCombos	211-11-6649-00-128-Y-30-0F2-Y	\$8,520.00
3	1	11	Computers	211-11-6649-62-128-Y-30-0F2-Y	\$10,000.00
3	1	12	1 FTE CSR	255-11-6119-01-128-Y240D0Y	\$50,842.00
3	1	12	2 FTEs	211-11-6119-00-128-Y240F0	\$153,048.00
3	1	13	Software	211-11-6399-65-128-Y-30-0F2-Y	\$2,000.00
3	1	14	Extra Duty Pay	211-11-6118-00-128-Y-24-ASP-Y	\$31,330.00
6	1	1	Nutritional Resources	211-61-6499-53-128-Y-30-0F2-Y	\$400.00
6	1	1	Parental Involvement Supplies	211-61-6399-00-128-Y-30-0F2-Y	\$1,000.00

6	1	3	1 FTE	211-61-6129-00-128-Y-30-0F2	\$32,802.00
6	1	3	Employee Mileage	211-61-6411-00-128-Y-30-0F2-Y	\$200.00
Sub-Total					\$301,430.25
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	State assessment materials and general supplies	263-11-6399-00-128-Y-25-000-Y	\$779.00
1	1	2	Duplicating paper	263-11-6396-00-128-Y-25-000-Y	\$1,500.00
1	1	7	Substitutes	263-11-6112-00-128-Y-25-000-Y	\$2,000.00
3	1	11	Mini Ipads	263-11-6398-00-128-Y-25-000-Y	\$8,500.00
Sub-Total					\$12,779.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	TTM Software Renewal	162-11-6249-00-128-Y-30-000	\$2,750.00
1	1	16	Living with Science Renewal	162-11-6249-00-128-Y-30-LWS	\$1,400.00
1	1	18	Substitutes for Curriculum Writing	162-13-6112-00-128-Y30-000-Y	\$3,600.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-128-Y-24-SSI-Y	\$12,623.00
3	1	1	Extra Duty Pay	162-11-6118-00-128-Y-30-000-Y	\$58,145.54
3	1	1	Copy Paper	162-11-6396-00-128-Y30-000-Y	\$2,125.00
3	1	2	2 FTEs	162-11-6119-00-128-Y-34-PKK-Y	\$123,408.00
3	1	3	1 FTE	162-13-6119-31-128-Y-30-000-Y	\$59,034.00
3	1	10	1 FTE	162-11-6119-00-128-Y-30-054-Y	\$53,784.00
3	1	11	Fixed Assets	162-11-6649-62-128-Y30-00-Y	\$23,938.46
3	1	11	Toner	162-11-6399-62-128-Y30-000-Y	\$3,821.00
3	1	14	Extra Duty Pay	162-11-6118-00-128-Y-30-ASP-Y	\$31,433.00
Sub-Total					\$376,062.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	State assessment materials, paper, toner and general supplies	163-11-6399-62-128-Y-25-000-Y	\$900.00

3	1	11	Copy Paper	163-11-6399-62-128-Y25-000-Y	\$1,500.00
3	1	13	Software	163-11-6399-65-128-Y-25-000-Y	\$2,000.00
Sub-Total					\$4,400.00

Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Migrant Take-Home Kits	212-11-6399-00-128-Y-24-0F2-Y	\$815.00
7	1	9		212-11-6118-00-128-Y24-0F2-Y	\$1,920.00
Sub-Total					\$2,735.00

No Funds Required

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	14			\$0.00
1	1	17			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
6	1	2			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
6	1	8			\$0.00
7	1	1			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
7	1	7			\$0.00
7	1	8			\$0.00
7	1	10			\$0.00
7	1	11			\$0.00
7	1	12			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$697,406.25