

Wylie Independent School District
Burnett Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

Burnett JR. High School will be a campus where all students will be successful volunteers actively engaged in authentic learning. The staff will be teacher-leaders, who design and implement engaging activities for all students. Parents, community members, and staff will work cooperatively with one another to support and authenticate student learning, which will allow all students to be successful citizens.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2015 - 2016 Fall PEIMS file loaded) Count Percent

Gender

Female 48%

Male 51%

Ethnicity

Hispanic-Latino 28%

American Indian - Alaskan Native 1%

Asian 3%

Black - African American 8%

Native Hawaiian - Pacific Islander 0%

White 56%

Two-or-More 2%

Other Student Information (2015 - 2016 Fall PEIMS file loaded) Count Percent

At-Risk	32%
Economically Disadvantaged	33%
Immigrant	0%
Limited English Proficient (LEP)	9%
Migrant	0%
Military Connected	0%
Foster Care	0%
CTE Single Parent/Pregnant Teen	0%

Student by Program

Bilingual	0%
English as a Second Language (ESL)	9%
Career and Technical Education (CTE)	0%
Free Lunch Participation	11%
Reduced Lunch Participation	6%
Other Economically Disadvantaged	15%
Gifted & Talented	10%
Special Education (SPED)	10%
Title 1 Participation	0%

Dyslexia

7%

Demographics Strengths

- relatively low class size
-

Student Achievement

Student Achievement Summary

Burnett STAAR Results

7th grade

Math -86 % Met Standard 18% Advanced

Reading- 83% Met Standard 21% Advanced

Writing- 77% Met Standard 7.5% Advanced

8th Grade(First Round)

Math- 89% Met Standard 8% Advanced

Reading- 94%Met Standard 37% Advanced

Science 95% Met Standard 25% Advanced

Social Studies-91% Met Standard 35%

Burnett received a distinction from the state for top 25% for student achievement.

Student Achievement Strengths

- Tremendous score improvement in Science and Social Studies
- 100% passing Algebra EOC 29% increase in advanced scores

School Culture and Climate

School Culture and Climate Summary

Burnett maintains a positive culture set with high expectations. Although the leadership team is only 3 years old, each member has strengths that compliment one another. An initial interview of each staff member revealed that almost all staff members felt supported and had opportunities to grow within the organization. Due to the high expectations set by the campus, many new staff members found that an adjustment period was necessary to take in all that is expected of them.

School Culture and Climate Strengths

- High clear expectations
- Determination to do what it takes to be the best for our students
- Staff members understand purpose, vision, and mission of campus
- Core group of teachers who want to move into leadership roles both at the campus and district level

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Burnett had a relatively low teacher turn over rate. Most of the teachers who left moved, or went into leadership roles. Burnett has a history of promoting leadership within the organization; our new Principal, Assistant Principal and Counselor all moved up from previous roles at Burnett. Burnett uses a rigorous interview process involving administrators as well as teacher leaders.

Staff Quality, Recruitment, and Retention Strengths

- Several teachers pursuing leadership roles with a master in education and administrative certification
- Time built into each day for collaborating with team members in PLC's

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Every day our teachers are provided PLC time to collaborate with their peers. During this time our teachers use a purposeful planning guide which consists of the following:

- A calendar
- Unpacking the instructional focus document
- Review of the upcoming assessment
- Implementing the curriculum-appropriate questioning, formative assessments , methods in which students will demonstrate learning
- Creating We will/I will statements, seed questions, and critical writing to be placed in forethought daily.
- Evaluation of assessment data
- Plan for remediation- identifying those students that will benefit from Buc Bonus Time, before/after school tutorials and SE Academies

Curriculum, Instruction, and Assessment Strengths

- Rigorous aligned curriculum
- PLC scheduled time and Purposeful Planning Document
- Aligned Unit Assessments
- Teacher understanding of how to disaggregate data
- Intervention Plan

Parent and Community Engagement

Parent and Community Engagement Summary

Burnett has an active PTA and was well represented at our Back to School meeting and Meet the Teacher Night. Our Principal will send a weekly "Burnett Bulletin" to parents via all email in Skyward to keep all events and information up to date. We host an annual "Tailgate Party" at the beginning of the year to bring families together to support athletics, cheerleading, drill team and fine arts at our "Cross Town" football game.

Parent and Community Engagement Strengths

- Active PTA
- Open and consistent communication in various forms of media as well as immediate phone contact to parents by teachers and administration when concerns arise.

School Context and Organization

School Context and Organization Summary

Burnett has many intervention times built into the schedule to allow for student intervention and teacher collaboration. Students are given 35 minutes each day for "Buc Bonus Time". This time is designed to provide remediation for those students who do not show mastery of of specific SE's. The idea behind Buc Bonus is to have the students come to a small group setting and learn the skill a different way than it was taught in their original classroom. Students are selected by teachers in their greatest area of need by content. During PLC's we also allot for each core department to have a common planning time where they use the purposeful planning document to guide their discussion and select students for either remediation or enrichment.

School Context and Organization Strengths

- Scheduled daily intervention time
- Scheduled daily teacher planning time in addition to their conference time

Technology

Technology Summary

Burnett recognizes the need to incorporate technology into the classrooms both with lesson delivery and student use.

Technology Strengths

- All students are provided a Chromebook by the District and they are in full use across all curriculum.
- iPads are utilized by our zero-year Language Learners in class daily for translation and communication

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 13, 2018


Goal 1: Instill community and ethical values in our students.

Performance Objective 1:

Students will be provided a bully-free and violence-free environment for learning in all classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will receive continual Character Education through the "Wylie Way" Program.	District Wylie Way personnel, Campus Administration, Campus Counselor, Teaching staff	Student commitment to high character standards.			
2) Students and Staff will participate in the District Anti-Bullying initiative, "Unity Day" on October 17th.	District Wylie Way personnel, Campus Administration, Campus Counselor, Teaching staff	Student participation to increase awareness and provide outlets for reporting and ending bullying.			
3) Students will participate in, "Junior High Hot Topics" during Science class; a targeted education to create awareness of Social Media violations to include sexting, harassment and transfer of inappropriate media.	District HR Staff, Campus Administration, Campus Counselor, Science Teachers	Student awareness of the extent of consequences for Social Media harassment and violations in order to decrease the need for discipline in this area.			
4) Provide a clear and concise school wide discipline management plan.	All Staff and Administration	Follow through on teacher-entered discipline in Skyward by assignment of tiered discipline measures: Loss of free-time lunch detention, Loss of full lunch detention, Thursday Night School, and ISS.			
5) Train all staff on the emergency operation plan and frequently hold drills to practice safety procedures.	SRO, Teachers, Staff, Principals, and WISD Facilities staff.	Log of drills, feedback from city officials including police and fire department reports that reflect excellent execution of all drills.			
					

Goal 1: Instill community and ethical values in our students.

Performance Objective 2: We will create unity our student body through intentionally celebrating student achievement and creating "Houses" based on the core values of Wylie ISD.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We will place students in one of four "Houses" to unify them and create a sense of pride and belonging.	Administration, House Leaders, Staff	Student connection to planned House activities, student participation in Pep Rallies and competitions.			
2) We will intentionally celebrate student achievement.	All Staff	"House" Competitions, Jimmy John's Student of the week, and Academic Achievement awards.			
					

Goal 1: Instill community and ethical values in our students.

Performance Objective 3: Student attendance rate will perform at 98%.

Evaluation Data Source(s) 3: PEIMS Report

Summative Evaluation 3:

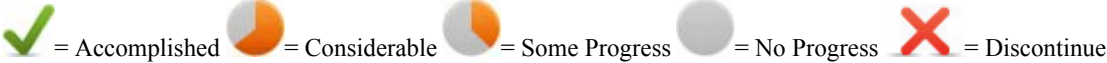
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students attendance will be monitored through weekly reports and SABIP created for absences of 5 or more with parents and students to maintain accountability.	Attendance clerk, Campus Attendance officer.	Student attention on their responsibility for coming to school. Increase in Attendance rate.			
2) Student attendance rate monitored through PEIMS at each Grading Period.	Registrar, Campus Attendance officer.	Increased awareness for staff to move quickly on gaining student attendance should it dip below the 98% goal.			
					

Goal 1: Instill community and ethical values in our students.

Performance Objective 4: We will encourage Parental Involvement in our student's academics and activities.

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The Principal will communicate upcoming activities, celebrations and needs in a weekly / bi-weekly newsletter in the 'SMORE" format distributed over several email and media outlets.	Principal	Parental connection to the "goings on" of the Campus.			
2) Teachers will communicate upcoming events and graded activities from the classroom on a regular basis.	Administration, Teaching staff.	Parents informed ahead of major grades to assist their student in preparing for them. Increase in score percentages.			
3) All staff will respond in a timely manner to parent concerns whether via email or phone.	All staff.	Parents respond favorably on the Parent Survey in all areas related to "communication".			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 1: Increase Performance of At-Risk Students I: The Response to Intervention process at Burnett will be reviewed and enhanced with additional strategies that will allow teachers to impact student achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

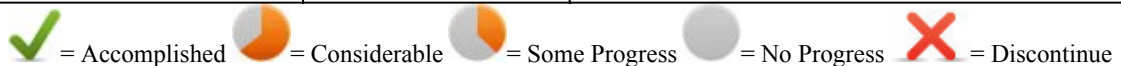
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend staff development for teachers new to campus RtI teams.	Special Services, Administration	Staff understanding of the District RtI process.			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Implement revised RtI process district-wide and gain needed materials for campus application to all students.	Special Services, Campus Principals, Campus RtI teams	Special Services meet with campus teams for decision point meetings			
	Funding Sources: State Comp Ed - 0.00				
3) Complete diagnostic tools at Burnett for assessing students who fall below the 21% on BOY MAPS test in Reading and Math.	RTI Team	Improvement of MAPS scores from BOY to MOY to EOY			
4) Initial weekly meetings with RTI Team to identify kid by kid Tier 1 and Tier 2 students through meaningful discussions and data analysis. RtI evaluations will shift to 3 week snapshots during PLC time to monitor students.	RtI Team	Improvement of MAPS scores from BOY to MOY to EOY, Improvement of Unit Assessment scores and overall grades.			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 2: Increase Performance of At-Risk Students II: Every Burnett LEP student will grow by 2 points on each STAAR test they take.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Strategic, kid-by-kid planning for all LEP students for placement in reading classes, inclusion and monitoring.</p>	ELL Staff, Administration,	Student engagement in speaking, reading and listening in English, Unit Test Data, TELPAS data.			
Funding Sources: State ELL Allotment - 1400.00					
2) Utilize data to target SE's for intervention and tutoring through campus data meetings	C&I, Learning Specialists, Principals	STAAR, Unit tests, EOC scores, MAP data			
3) Provide additional trainings through regularly scheduled planning meetings with key academic instructional specialists	Special Services, Administration	Student growth in TELPAS and STAAR			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 3: Increase Performance of At Risk Students III : Every Burnett Special Education student will grow by 2 points on each STAAR test they take.

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Strategic, kid-by-kid planning for high need students for placement in small group, inclusion and monitored classes.	Special Services, Administration, Diagnostician	Student growth in daily grades, Unit assessment MAP testing and STAAR.			
2) Strategic, kid-by-kid planning for high need students for placement needs-based testing environments including online and small groups.	Special services, Administration, Rtl team	Student engagement and class participation, Unit test scores, MAP testing, and STAAR growth.			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 4: We will provide Dyslexia Services for students identified with Dyslexia.

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Dyslexia therapist will provide services for identified students.</p>	<p>District special Services staff, Dyslexia Therapist, Appraiser</p> <p>Funding Sources: State Comp Ed - 0.00</p>	<p>Increase in student Reading comprehension and overall performance in all classes and exams.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 5: The District will meet the needs of the McKinney-Vento Act students through the availability of Title I Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	District Special Services	to provide urgently needed assistance to protect and improve the lives and safety of homeless students in our District.			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	District Special Services	Students provided needed materials, clothing and other necessities to ensure success at every school campus.			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.	District Special Services	Students provided needed materials, clothing and other necessities to ensure success at every school campus.			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 6: Our Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source(s) 6: Evaluation Data Sources: Campus Wellness Team, Fitness Gram, Participation in School Community Wellness Events

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The Campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	District Nutrition Staff	Students informed of healthy nutrition choices.			
2) The Campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.	District Nutrition Staff	Students maintain a lifestyle of healthy nutrition choices.			
3) The Campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.	District Athletic Personnel	Student participation in varying athletic and physical education programs.			
4) The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.	District Facilities and Athletic Personnel	Community participation in varying athletic and recreational programs.			
					

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs. TEA Strategic Priority #2 - Build a foundation of Reading and Math.

Performance Objective 7: Increase Performance of At-Risk Students IV: The Burnett JH Asian sub-population group will increase to 75% passing on Reading STAAR tests.

Evaluation Data Source(s) 7:

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Strategic, kid-by-kid monitoring for identified students to ensure all learning gaps are identified and filled.	Administration, RtI Team, ELL and ELA Reading teachers.	Increase in scores on Assignments, MAP tests, Unit Tests and the STAAR test across curriculum.			
					

Goal 3: Prepare students for a successful life beyond high school. TEA Strategic Priority #3: Connect high school to career and college

Performance Objective 1: Students will be encouraged and challenged to meet their full educational potential.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Focus on improving college readiness for all students.	Wylie Way Class, Take the Lead, Writing Teachers, Staff, and Administration	Student interest in pursuing college admission and understanding of the processes to do so.			
2) Create personal 4 year plans for all 8th grade students prior to them entering High School.	Teachers, School Counselors at Wylie East and Burnett, and Campus Administrators	Each student will have an education plan based on House Bill 5 initiative.			
3) Increase 21st Century skills for all students through the integration of technology in Core classes, as well as research-based and student centered learning.	All Staff	Walk-through and Observation data in Dimensions 1.3, 2.1, and 2.2. PLC strategic planning, Professional Learning implementation, use of 1:1 Chromebooks and Learning Management Systems in all classes.			
4) Teachers will meet weekly during their PLC's time to discuss student data, curriculum, and instructional practices and strategies.	Teachers and Campus Administrators	Purposeful planning documents, Unit Test scores and then remediation through Buc Bonus Time, STAAR results.			
					

Goal 3: Prepare students for a successful life beyond high school. TEA Strategic Priority #3: Connect high school to career and college

Performance Objective 2: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Evaluation Data Source(s) 2: Attendance rating was 96.7% with STAAR distinctions earned in Math, Top 25% in Student Progress. Top 25% in closing Performance Gaps, and Postsecondary Readiness.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create and actively monitor attendance lists, implement Behavior Intervention plans for students with attendance issues.	Administration, Attendance clerk, Truancy Officer	Student attendance increases to 98% to place Burnett in Quartile 1 on the Distinction Designations.			
2) Promote career exploration and educate students on post-high school opportunities.	Campus Administrators, WISD staff, Teachers, Writing Teachers	Individual growth plans and Career Cruising Projects			
3) Teachers will provide interventions for students in mandatory tutorials, Saturday Academies, after school STAAR academies, and during Buc Bonus Time	Campus Administrators and Teachers	Attendance records, Unit Test, Benchmarks, and STAAR results			
4) Response to Intervention Committee will meet weekly to discuss identified students and strategies to meet the students' needs.	RTI Lead, Campus Administrators	RTI meeting Minutes and Agenda, Unit Test scores, Benchmark scores, STAAR results, authentic AWARE Documentation			
5) Students will be placed in Buc Bonus Time for Intervention daily by teachers for every core content area. Students are picked based on intervention need, reteach, and enrichment.	All staff and Administration will monitor.	Unit Assessment scores, attendance, student esteem and confidence, STAAR scores.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p>					
6) Burnett Teachers will develop strategies and programs that target At Risk students for remediation and retention.	Funding Sources: State Comp Ed - 0.00				
					

Goal 4: Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.

Performance Objective 1: Qualified and highly effective personnel will be recruited, developed, and retained.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Recognize and affirm staff accomplishments.	Teachers, Staff, and Campus Administration	Crystal Apple Awards, "Level-Up" Award, Monthly Birthday Celebrations, Staff Luncheons, Principal's Brief, and Climate Survey			
2) Provide staff development on identified areas of need.	Teachers, Staff, and Campus Administration	Staff Portfolio, STAAR Results, TTESS conferences and observations.			
3) Provide required annual advanced academic training to meet the needs of gifted students.	Campus Administration	Staff Development Sign In sheets and Staff Portfolio			
4) Utilize weekly PLC meetings to increase collaboration among staff members.	Teachers and Campus Administration	Purposeful planning documents, Unit Test, and STAAR results			
					

Goal 4: Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.

Performance Objective 2: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Faculty will have access to district held staff development.	Campus Administrators and WISD Staff	Enrollment in district-led staff development			
2) Teachers meet weekly to discuss during PLC time to collaborate on best teaching practices.	Teachers and Campus Administration	Purposeful planning documents, Unit Test, and STAAR results			
					

Goal 4: Attract, retain, and value a quality staff. TEA Strategic Priority #1: Recruit, support and retain teachers and principals.

Performance Objective 3: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Media specialist will research and provide staff development to keep teacher abreast of new methods for incorporating technology in the classroom.	Campus Administrators and Media Specialist	Teacher staff development portfolios, Lesson Plans, and Classroom observations			
2) All teachers will integrate technology into their classroom lessons via individual student Chromebook use along with multiple software and Learning Management systems provided by the District.	Campus Administration	Increase of scores on Unit, District and State Assessments as well as an increase of teacher evaluation level in the T-TESS system.			
					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Students will have equitable access to resources and technology across classrooms

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Media Center is available for use before and after school.	Media Specialist and Campus Administrators	Use of Media Center			
2) All teachers will implement use of Chromebooks and varying software and Learning Management systems provided by the District.	History Teachers, Administrators, History Learning Specialist	Increase in scores on Unit, District and State Assessments.			
					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 2: Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Class sizes will be leveled after the 2nd week of school each semester.	Campus Administrators and PIEMS Clerk	Master Schedule and Student Rosters			
2) Small group classes will be created for areas of high need students to increase learning and one on one attention.	Administration, ELL teachers, Special Education Teachers, Rtl team.	Increases in student daily grades, Unit test scores and STAAR growth.			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Implement revised RtI process district-wide and gain needed materials for campus application to all students.
3	2	6	Burnett Teachers will develop strategies and programs that target At Risk students for remediation and retention.

State Compensatory

Personnel for Burnett Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martie James	Alphaphonics Teacher	RTI	1.0

Campus Improvement Team

Committee Role	Name	Position
Administrator	Michelle Lindsay	
Administrator	Ryan Bickley	
Parent	Jill Sheffler	Parent
Classroom Teacher	Marci Knight	Teacher
Classroom Teacher	Kris Cravens	Teacher

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Materials and Technology		\$0.00
2	4	1			\$0.00
3	2	6	Technology and Materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,960.00
+/- Difference					\$7,960.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	ELL Technology and materials		\$1,400.00
Sub-Total					\$1,400.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$0
Grand Total					\$1,400.00