

Burnet Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



BURNET
MIDDLE SCHOOL
AUSTIN Independent School District

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Campus Mission

We at Burnet M.S. are focused on community relationship-building amongst faculty, staff, students, and their families. Through teaching personal and academic accountability, we will empower our students, maintain their dignity, and foster their integrity.

Campus Vision

Burnet Middle School is committed to creating lifelong learners and future leaders who can meaningfully interact with the world around them.

Campus Values

Respect - Responsibility - Integrity

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

District Commitments Theory of Action (ToA)

For campuses with Targeted Improvement Plans

This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus. The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

Lever 1: Strong School Leadership and Planning

The district places its most effective school leaders in its highest need schools.

Lever 2: Effective, Well-Supported Teachers

The district provides the campus with sufficient control over teacher hiring and placement.

Lever 3: Positive School Culture

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

Lever 4: High Quality Curriculum

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

Lever 5: Effective Instruction

The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...*write expected campus outcome here*

District Commitments Theory of Action (ToA)

If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), and if district policies and practices support effective instruction in schools, then Burnet Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities and will improve in the data-driven instruction process.

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

Plan to continue ongoing support, modeling, and coaching of APs, to ensure they continue to grow as instructional leaders. Want to strengthen alignment of practices among principal and APs. Focus on key practices 1.1.3, 1.1.4, and 1.1.5.

How will the campus build capacity in this area? Who will you partner with?

The principal and DCSI will partner with district personnel to improve campus leadership. With the absence of an academic dean, the campus will add more roles and responsibilities to both the ICs and APs.

How will you communicate these priorities to your stakeholders? How will create buy-in?

The principal will communicate the current year's roles and responsibilities starting in early summer with the assistant principals and campus leadership team. The team creates shared ownership through the leadership retreat and will continue throughout the year.

Desired Annual Outcome

To improve instructional practices and promote student achievement, the campus will develop administrators, ICs, and teacher leaders as strong instructional leaders. Embedded professional learning, coaching, and feedback that is role-specific will be used to build capacity, ensure implementation of the instructional framework, and increase the instructional impact of campus leaders.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By the end of the first 90 days: All members of the instructional leadership team will have clearly defined and written roles that have been communicated to the campus staff. 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 50% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By the end of the second 90 days: 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator and instructional coach will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will examine walkthrough data at least biweekly and develop teacher-specific and PLC-specific response plans focused on teacher development.

Desired 90-day Outcome: Cycle 3 (March-May)

By the end of the third 90 days: 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator and instructional coach will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will examine walkthrough data at least biweekly and implement tiered response and support plans focused on teacher development.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

Restructuring instructional responsibilities with all the changes due to the new learning environments and the loss of our academic dean.

Barriers to Address: Cycle 1 (Sept-Nov)

Communicating the vision of the campus and leadership plan as we start the new year remotely. Mindset shifts around changing roles of ILT and new responsibilities.

Barriers to Address: Cycle 2 (Dec-Feb)

The transition to face to face learning. The mindset of changing routines of the campus leadership. Not knowing how many students or teachers will be on campus.

Barriers to Address: Cycle 3 (March-May)

The need for effective time management so that the structures we've built don't collapse under the pressure of TELPAS, STAAR etc. The fatigue that is experienced in the spring.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**District Commitment Theory of Action (ToA)**

If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Burnet Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

District Actions: Cycle 1 (Sept-Nov)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 2 (Dec-Feb)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 3 (March-May)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Plan to continue to strengthen the data-driven instructional processes that the campus has already established. Focus on key practices 5.3.1 and 5.3.4

How will the campus build capacity in this area? Who will you partner with?

The campus plans to capacity in data-driven instruction by continuing and strengthening our PLC protocols. The campus will review and refine the corrective instruction action planning process with teachers in the PLCs. The campus will partner with district personnel and the office of accountability to support strengthening the data-driven instruction cycle.

How will you communicate these priorities to your stakeholders? How will create buy-in?

The mission and vision of Burnet is to promote student achievement through excellence in teaching. We will communicate how data-driven instruction is a crucial step in learning for both students in the classroom and teachers in the PLCs to promote growth.

Desired Annual Outcome

The campus will refine the PLC data analysis protocol to support teachers in PLCs and ensure that instructional adjustments are designed effectively, thereby achieving results and addressing gaps in student performance.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

By the end of the first 90 days: 100% of core content PLCs will analyze formative assessment data and develop response plans at least two times as evidenced by PLC meeting agendas and minutes.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

By the end of the second 90 days: 100% of core content PLCs will address use of specific high-yield instructional strategies at least once per week as evidenced by PLC meeting agendas. 100% of core content PLCs will analyze formative or summative assessment data biweekly and develop response plans, including specific adjustments to Tier 1 instructional practices as well as intervention, using the campus-wide protocol as evidenced by PLC meeting agendas and minutes.

Desired 90-day Outcome: Cycle 3 (March-May)

By the end of the third 90 days: 100% of core content PLCs will address use of specific high-yield instructional strategies at least once per week as evidenced by PLC meeting agendas. 100% of core content PLCs will analyze formative or summative assessment data biweekly and develop response plans, including specific adjustments to Tier 1 instructional practices and student-specific intervention, using the campus-wide protocol as evidenced by PLC meeting agendas and minutes. A teacher will facilitate data analysis in 100% of core content PLCs at least two times using the campus-wide protocol as evidenced by PLC meeting agendas and minutes.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Barriers to Address During the Year

We will have to address the barrier of mindset in the hybrid model. We will have to reinvent the systems for turning around data in a remote environment. Also, how to help students truly assess in the remote setting to get the most accurate data.

Barriers to Address: Cycle 1 (Sept-Nov)

Creating team ownership of the corrective instruction action planning process. The logistics of this school year as we start remotely and transition into face to face learning.

Barriers to Address: Cycle 2 (Dec-Feb)

The transition to face to face learning for both staff and students. The staff ownership of what we have control over as we move towards closing the achievement gap.

Barriers to Address: Cycle 3 (March-May)

Being able to address all learners through effective differentiation. Lack of time as we move towards STAAR. Student and teacher fatigue as they approach the testing season.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District Commitment Theory of Action (ToA)

If district policies and practices support effective instruction in schools, then Burnet will improve in the data-driven instruction process.

District Actions: Cycle 1 (Sept-Nov)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 2 (Dec-Feb)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 3 (March-May)

District leadership will plan for PLC attendance and instructional walkthroughs to monitor implementation and will plan follow-up coaching with campus administrators. District leadership will provide information regarding opportunities for professional learning for campus administrators.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Focus Area 1: Yes, we met our 90-day outcome. All members of the instructional leadership team have clearly defined and written roles that have been communicated to the campus staff. 100% of PLC meetings and instructional leadership team meetings are held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team conduct walkthroughs using the campus walkthrough tool, with at least 50% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours.

Focus Area 2: Yes, we met our 90-day outcome. 100% of core content PLCs analyzed formative assessment data (District benchmarks, i-Ready assessment, and campus created assessments) and developed a response plan at least two times as evidenced by PLC meeting agendas and minutes.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We achieved 9/20 of our student performance goals. Goals met were Reading at Masters. Math at Masters. Science at Meets and Masters. Social Studies at Approaches, Meets, and Masters. Writing at Approaches and Masters. We met some goals and we attribute that to our strong PLCs. Those that were not met are directly tied to literacy strategies.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Walkthrough form will be modified for Q2 to reflect plcs commitment of instructional practices.

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes, overall we believe we have met our 90-day outcomes for Lever 1: Strong school Leadership and Planning and Lever 5.3: Data-Driven Instruction. We had 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least ___%___ of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator and instructional coach has had at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. (Google Form) The instructional leadership team will examine walkthrough data at least biweekly and develop teacher-specific and PLC-specific response plans focused on teacher development. (ILT agenda discussing trends) Yes, 100% of core content PLCs will address use of specific high-yield instructional strategies at least once per week as evidenced by PLC meeting agendas. We continue to adjust what high yield means as we make change throughout this year. 100% of core content PLCs have analyzed formative or summative assessment data biweekly. Campus PLCs are continuing the student artifact observation protocol and focusing on building capacity and consistency. We have developed response plans, including specific adjustments to Tier 1 instructional practices as well as intervention, using the campus-wide protocol as evidenced by PLC meeting agendas and minutes. (Detailed response plan and intervention lists being created soon)

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

We met 3/20 of our student performance goals. The goals met were Math:Masters, and Social Studies: Approaches and Masters. Some reasons why we missed our goals include the fact that we set these goals in anticipation of a "more normal" school year. Student attendance and participation has ebbed and flowed throughout the year. We've been responding to that in our PLCs and how we can increase student engagement and student achievement. For PLCs, our math teams have been excelling using best instructional practices and maintaining performance. Also, all teachers overall have become better at providing engaging concurrent teaching that has in turn engaged students. Model teaching has been a strong form of instructional, timely professional development that the ILT has been continuing to use this cycle.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Adjust ILT agenda to focus conversations concerning walkthrough data to better understand campus trends and patterns.

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mrs. Kenisha Coburn

Date

9/29/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Mrs. Marvelia De la Rosa

Date

9/29/2020

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1: From a 56 scaled score (28 component) to a 67 scaled score (36 component).

Rationale: Our goal is to reach 69% Approaches, 27% Meets, and 12% Masters on all our STAAR tested subjects. Through our focus on strong school leadership and data-driven instruction, we aim to improve our instructional practices that promotes student achievement.

Domain 2B: From a 60 scaled score (28 component) to a 79 scaled score (36 component).

Rationale: We have an Economically Disadvantaged percentage of 95%. By focusing on our campus relative performance we will be supporting a majority of the students on our campus.

Domain 3: From a 39 scaled score (3 component) to a 60 scaled score (11 component).

Rationale: At our school, we have a large population of EL and SPED students. Through our PLCs, we will use the data-driven approach to disaggregate data in order to track and monitor our support of all of our student groups.

What changes in student group and subject performance are included in these goals?

Domain 1: We are aiming to improve by 15% approaches, 5% meets, and 5% masters across all subjects.

Domain 2B: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2.

Domain 3: We are targeting our Eco Dis and EL populations for Domain 3. We will also continue to improve our EL populations progress on our campus' TELPAS data.

Student Achievement Weaknesses

Closing The Achievement Gap, Domain 3, based on the target percentage for reading and math.

Student Achievement Needs

Continue to work with tier two and tier three data in order to close the achievement gap.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results

School Culture and Climate Strengths

Burnet Middle School has grade level, content, and vertical PLCs. We are Culturally Responsive and Restorative Campus (CRRP) so our teachers have the opportunity to build community through circles. Burnet Middle School had a wellness Room where teachers could take social and emotional breaks for themselves. This space has been temporarily closed due to the Coronavirus pandemic. We have a PBIS cadre that develops positive behavior systems for the campus which is entirely teacher led, and allows for teachers to feel supported by administration. All academic and elective teachers are supported by an Academic specialist that is a part of the instructional leadership team, the academic specialists share teacher concerns and needs during instructional leadership meetings.

School Culture and Climate Weaknesses

The 2019-2020 TELL data shows that Burnet's climate and culture is below the district average in many areas. The general climate is at 66% and the district's average is 80%. School leadership is 64% at Burnet and 79% for the district. Principal leadership is at Burnet is at 68% and the district is at 80%. Teacher leadership is at 64% at Burnet and 81% for the district.

School Culture and Climate Needs

The Burnet campus can benefit from staff community and team building activities. Provide additional opportunities for teacher leaders to lead campus initiatives and work groups.

School Culture and Climate Summary

Burnet Middle School is committed to building a positive campus climate and culture. We will work hard to identify staff and student leaders to support the instructional leadership team. The pandemic has provided it's challenges for community building but through virtual meetings and circles, we will continue to work towards building a positive culture and climate at Burnet MS.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

As a campus, we have created and implemented a campus-wide lesson plan template that aligns to TEKS and YPG's and requires teachers to identify student artifacts to analyze. Teachers participate in PLC's to analyze student work and data to inform instruction and TEKS that need to be spiraled into continued instruction.

After discussions and analyzing data in PLC's, teachers create intervention plans for students. Intervention plans would include: small groups, iReady, after-school tutoring, and renewed lessons that spiral weak TEKS. In addition, teachers monitor all student data, and from that data they choose specific students to track, monitor, and create interventions for during a Six Week's period.

Curriculum, Instruction and Assessment Weaknesses

As a campus, we are working toward providing more differentiation for GT/Pre-AP and SPED students, as well as opportunities for enrichment.

Curriculum, Instruction and Assessment Needs

1. Professional Development for Pre-AP/GT differentiation
2. Professional Development for SPED differentiation
3. Creating a system that accurately identifies students for Pre-AP classes
4. Training for leadership staff on coaching cycle conversations

Curriculum, Instruction and Assessment Summary

As a campus, we have systems in place to ensure students needs are highlighted in lesson plans, interventions, and student artifacts. However, we would benefit from more professional development to assist our teachers in providing differentiation for Pre-AP/GT and SPED students and leadership professional development on coaching cycle conversations.

Other

Comprehensive Needs Assessment

Other Strengths

Home Room Calls have been successful. We have a graduation coach to assist with providing Professional Learning as well as providing tier support data. A campus attendance plan has been created. Grade level PLCs have a standing attendance item in agenda to support students with below 90% attendance percentage.

Other Weaknesses

Students in vulnerable populations, sped, ell, 505, and low eco-d participating in remote learning sometimes struggle with accessing course schedules and zoom links. The graduation coach is providing sessions to support students for BLEND and accessing zoom.

Other Needs

A consistent plan to address poor attendance because of students' challenges to access BLEND, WIFI, power washing devices, and interrupted internet from provider.

Other Summary

We will address:

- Consistent Campus Attendance Plan
- Support Services in eCST meeting to address attendance concerns
- BLEND and ZOOM support sessions for students
- Grade Level PLCs standing item for Tier1 interventions on attendance
- Counselors are doing small group sessions for good study habits in both platforms

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$718,630)			

Burnet Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Evaluate current PLC systems for effectiveness and calibrate across PLCs to determine next steps.	Principal	Sept/Oct		Criteria: Leadership PLC meeting notes 04/12/21 - On Track 12/03/20 - Significant Progress 11/06/20 - Significant Progress
2. (C1) Assign administrators and instructional coaches to PLCs for support.	Principal	Sept.		Criteria: AP/IC duties list 04/12/21 - On Track 11/06/20 - Completed
3. (C1) Develop an observation and feedback schedule.	CLT	Sept		Criteria: observation and feedback schedule 11/06/20 - On Track
4. (C1) Develop instructional feedback protocols to be implemented in a virtual setting and calibrate with instructional leadership team.	Principal	Sept/Oct		Criteria: instructional feedback protocol 12/03/20 - Significant Progress 11/06/20 - Some Progress
5. (C1) Analyze formative assessment data at least once every two weeks within each content PLC meeting,	CLT	Ongoing		Criteria: Formative data reflection sheet 12/03/20 - Some Progress 11/06/20 - Some Progress
6. (C1) Review previous, aligned standards to plan for response to loss of instructional time due to COVID.	CLT	Sept/Oct		Criteria: Planning sheet 12/03/20 - Significant Progress 11/06/20 - Significant Progress
7. (C1) Identify teacher PLC leaders.	CLT	Sept		Criteria: Teacher PLC lead list 11/06/20 - Completed
8. (C2) Implement and refine PLC systems based on data gathered during the calibration process.	CLT	Dec/Jan		Criteria: PLC adjustments 01/26/21 - Significant Progress
9. (C2) Review and adjust observation and	Principal	Dec/Jan		Criteria: Observation and

Burnet Middle School

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Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
feedback schedule to better support struggling or early career teachers.				feedback schedule 01/26/21 - Significant Progress
10. (C2) Refine instructional feedback protocols to be implemented in both virtual and on-campus settings.	CLT	Dec/Jan		Criteria: Instructional feedback protocol 01/26/21 - Significant Progress
11. (C2) Use weekly formative assessment data to plan for differentiation with PLC meetings.	CLT	Dec/Jan		Criteria: Formative data reflection sheet 01/26/21 - Significant Progress
12. (C2) Review previous, aligned standards to plan for response to loss of instructional time due to COVID.	CLT	Dec/Jan		Criteria: Planning sheet 01/26/21 - Significant Progress
13. (C2) Study one chapter of Leading With Intention with teacher PLC leaders, instructional coaches, and administrators, including self-assessment and reflection.	Principal	Dec/Jan		Criteria: Book study presentation 01/26/21 - On Track
14. ILT meets with Dr. Gideon for Leadership Coaching tailored to their needs.	Instructional Leadership Team	On-Going		Criteria: Calendared Instructional Leadership Coaching days 04/01/21 - On Track
15. Being intentional with creating a positive school culture and environment - Using asynchronous days to support PLCs and check-in on teacher needs - Providing staff with thank you cards and grab-and-go snacks with positive messages - Highlighting stellar practices through pictures and videos of teachers in campus newsletter that promote positive school culture	Leadership Team	Mar-May		Criteria: Staff newsletter 04/01/21 - On Track
16. (C3) Continue to adjust observation and feedback schedule to better support struggling or early career teachers and to make determinations regarding next steps for	CLT	Mar/Apr		Criteria: Observation and feedback schedule 05/24/21 - On Track

Burnet Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support.				04/12/21 - Significant Progress
17. (C3) Continue to provide instructional feedback in both virtual and on-campus settings. Provide a clearer plan with coaching teachers as a result of recording teachers lessons/and intentional walk throughs.	Principal	Mar/Apr		Criteria: Observation forms Videos 05/24/21 - Some Progress
18. (C3) Continue to use weekly formative assessment data to plan for differentiation with PLC meetings.	CLT	Mar/Apr		Criteria: Formative data reflection sheet 05/24/21 - Significant Progress 04/12/21 - On Track
19. (C3) Review previous, aligned standards to plan for grade level content and high stakes assessments.	CLT	Mar/Apr		Criteria: Planning sheet 04/12/21 - Significant Progress
20. (C3) Study two chapters of Leading With Intention with teacher PLC leaders, instructional coaches, and administrators, including self-assessment and reflection.	Principal	Mar/Apr		Criteria: Book study presentation 05/24/21 - Completed
21. (C3) Continue to implement strong PLC systems and data use.	CLT	Mar/Apr		Criteria: PLC agendas and data analysis sheets 05/24/21 - On Track 04/12/21 - On Track
22. (C3) Adjust ILT agenda to focus conversations concerning walkthrough data to better understand campus trends and patterns.	Principal	Mar-May		Criteria: Updated ILT agenda 05/24/21 - Significant Progress 04/12/21 - On Track
23. (C3) Principal continues walk-throughs with individual leaders. Check-ins with major projects that leadership is undertaking.	Principal	Mar-May		Criteria: Principal Calendar 05/24/21 - Completed

Burnet Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Academic Specialists and the AVID Site Coordinator will provide professional learning opportunities for teachers. These experiences will demonstrate AVID strategies that teachers can use in their classrooms with students. Teachers will analyze student data during content PLCs. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	Academic Leadership Team, AVID Coordinator	Weekly	(F)Comprehensive School Improvement Grant, (F)Title 1, Part A, (L)Campus BTO, (O)AVID, (O)Other	

Burnet Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The faculty and staff will participate in AVID professional learning (Title I SW Elements: 1.1) (Target Group: All)	AVID Coordinator	Ongoing, each semester.	(F)Comprehensive School Improvement Grant, (F)Title 1, Part A, (O)AVID	

Burnet Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Develop formative assessment reflection protocols to be used across PLCs.	Instructional Coaches	Sept/Oct		Criteria: Formative data reflection sheet 12/03/20 - Significant Progress 11/06/20 - Significant Progress
2. (C1) Use protocols to analyze summative data at regular intervals.	CLT	Sept/Oct		Criteria: data analysis protocol 12/03/20 - Some Progress 11/06/20 - No Progress
3. (C1) Review the PLC agenda template to ensure that space is noted for minutes, data analysis, progress monitoring, and specific, time-driven action steps.	Instructional Coaches	Sept		Criteria: PLC agenda template 11/06/20 - Completed
4. (C1) Create and communicate the corrective instruction action planning process that focuses on unpacking the standard and identifying the gap.	Instructional Coaches	Sept/Oct		Criteria: Corrective instruction action planning process draft 11/06/20 - On Track
5. (C1) Create a master schedule includes at least one block weekly for teacher teams to meet	Principal	Sept		Criteria: Master schedule 11/06/20 - Completed
6. (C1) PLC agendas are developed utilizing a common protocol	Instructional Coaches	Sept		Criteria: PLC agenda template 11/06/20 - Completed
7. (C1) PLC meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery	Instructional Coaches	Ongoing		Criteria: PLC agenda template 11/06/20 - Significant Progress
8. (C2) Continue the corrective instruction action planning process and focus on strengthening the planning and practicing of the reteach	CLT	Dec/Jan		Criteria: Corrective instruction action planning process draft 2 01/26/21 - Some Progress
9. (C2) Refine the PLC meetings that include discussion of formative and interim student data, effective instructional strategies, and	CLT	Dec/Jan		Criteria: PLC agenda template 01/26/21 - On Track

Burnet Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
possible adjustments to instructional delivery				
10. (C3) Continue and adjust the corrective instruction action planning process in all aspects.	CLT	Mar/Apr		Criteria: Corrective instruction action planning process 05/24/21 - Significant Progress 04/12/21 - On Track
11. (C3) Create intervention groups based on disaggregated data	Instructional Coaches	Mar/Apr		Criteria: Intervention group lists 05/24/21 - Significant Progress 04/12/21 - On Track
12. PLCs are continuing to use PLCs to go through the student artifact process and leadership is focusing on consistency. Greater emphasis placed on the mode where we capture student learning.	Instructional Coaches	Mar-May		Criteria: Student artifacts and PLC agendas 05/24/21 - Completed 04/12/21 - Significant Progress

Burnet Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Discuss and share AVID strategies in PLC and Staff Meetings	AVID Coordinator	Ongoing		Criteria: PLC notes
2. Observation of in-practice usage of WICOR strategies	AVID Coordinator, AVID Team, CLT	Ongoing		Criteria: Observation forms
3. Provide Professional Development throughout the school year on WICOR	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers	Ongoing		Criteria: AVID trainings

Burnet Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) The campus goal is to meet an average daily attendance rate of 90% and above. Provide more intervention for the students struggling to meet 90% ADA. Increase student engagement by providing on-campus and virtual support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create system to monitor students with high need attendance issues and incentivize increase of student attendance.	Assistant Principal	Oct		Criteria: Attendance system

Burnet Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE teachers will participate in content PLCs, analyze student data, and develop and design experiences to prepare students for post-secondary success. (Title I SW Elements: 2.5) (Target Group: CTE) (Strategic Priorities: 3)	SEL Campus Coordinator	Weekly	(F)Title 1, Part A	Criteria: Staff and Student Surveys

Burnet Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Verizon Innovative Learning Schools (VILS) Campus) Digital Promise and Verizon Innovative Learning Schools have partnered to work Burnet Middle School to close the Digital Learning Gap. Doing so requires solving three key challenges: ubiquitous access, improved ability to participate, and powerful use of technology to help solve complex problems. Through access to quality internet and a Chromebook, students are able to stay connected to their learning during both remote learning and face to face learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Verizon Device Manager will be responsible for meeting all of Verizon's terms and agreements for the Verizon grant. This includes managing and getting Chromebooks to students and staff. (Title I SW Elements: 1.1,2.2,2.6)	Librarian, Technology Team	Daily	(F)Comprehensive School Improvement Grant, (F)Title 1, Part A, (L)Campus BTO	Criteria: Teacher and student surveys.

Burnet Middle School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES 95% of the time incoming calls will be greeted by a staff member who will state their name and address the caller's needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase Parent Involvement/Volunteer	Principal, PTA	Ongoing		Criteria: PTA sign ins
2. Hold at least 8 CAC meetings	CAC Members, Principal	Ongoing		Criteria: CAC agendas

Burnet Middle School

Goal 4. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Marketing Plans) Campus communication will be shared with families via robocalls, emails, Facebook, Twitter, and a community S'more newsletter.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with the Burnet community through a variety of social media platforms during face to face and remote learning. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Support Specialist	Daily, Weekly, Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Community surveys to evaluate our communication procedures.

Burnet Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CST meets weekly to monitor student wellness both academically and emotionally.	CST Chair, CST Team	Ongoing		Criteria: CST agendas

Burnet Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a community health event annually to promote healthy living. Collaborate with community healthcare providers to give information to the Burnet community. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Coaches	Annually	(F)Title 1, Part A	Criteria: Feedback survey completed after or during Catch Night.

Burnet Middle School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. SEL strategies are embedded in everything that we do, from promoting all students' optimal development to the integration of culturally responsive teaching and culturally relevant pedagogy. We are a seed model campus because of our continuous work in integrating SEL into our campus culture. We are a No Place For Hate school because we are committed to creating a welcoming community that is dedicated to stopping all forms of biases and bullying. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)</p>	<p>SEL Campus Coordinator</p>	<p>Ongoing, weekly</p>	<p>(F)Title 1, Part A, (L)Campus BTO, (O)Other, (S)School Action Grant</p>	<p>Criteria: ESF Surveys</p>

Burnet Middle School

Goal 6. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups. The campus counselors will work ongoingly with teachers to identify students for the GT program. GT program opportunities will be shared with families and members of the Burnet community.
Lever 4

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A system will be created for nominations from teachers and parents.	GT Advocate	District deadline		Criteria: Referrals from staff and parents, system created by GT counselor
2. (C1) GT advocate will create a system/procedure for GT nominations for students	GT Advocate	Sept-Nov		Criteria: GT System
3. (C2) 100% of the students will be tested that were referred/nominated/screened.	GT Advocate	Dec - Feb		Criteria: GT forms
4. (C3) Review screening process for improvement for upcoming year to continue to increase results	GT Advocate	Mar		Criteria: Screening process review

Burnet Middle School

Goal 7. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504, EL, and Special Education requirements. ARDs and 504 meetings will be held weekly to ensure compliance with state and federal laws. EL compliance will be monitored to ensure we are meeting district and state guidelines for working with English Learners. Lever 4

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SPED Department Chair will work with Case Managers to ensure all compliance deadlines are met.	Special Education Staff, SpEd Administrator, SpEd Department Chair	Ongoing		Criteria: SpEd compliance sheets
2. 504 Chairs will hold all reevaluation meetings at the same time as the annual 504.	Special Education Staff, SpEd Administrator, SpEd Department Chair	Ongoing		Criteria: 504 agendas

Burnet Middle School

Goal 8. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Sustainability) We will continue to use our energy-efficient plan and our green compost. Lever 3, Agriculture Teacher and Beautification Cadre are responsible for leading this initiative.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the campus exterior and reduce campus waste through awareness and professional learning for both faculty and staff and students. (Title I SW Elements: 2.2) (Strategic Priorities: 4)	Administrators, CAC Members	Quarterly	(F)Title 1, Part A	Criteria: Campus ESF surveys.

Burnet Middle School

Goal 9. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL. We will provide social and emotional lessons during our homeroom time. This content will help students develop strategies for self-care, self-awareness, and empathy. The lessons are pushed to teachers and students weekly. The academic specialist that focuses on SEL and counselors work on this content for the Burnet community. We send surveys to students and staff about campus culture and climate. Level 3

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All classes will keep check-in circles, and the Restorative Practice Associate will facilitate a Circle once a month in content classes. (Target Group: All)				

Burnet Middle School

Goal 9. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students. Our SEL Academic Specialist and Circle EIR staff member host weekly circles. Circles are held monthly during content PLCs and quarterly in grade-level PLCs. The staff is surveyed on these experiences through monthly/bi-monthly surveys. Lever 3

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a virtual wellness space for students and staff and facilitate Vertical Team PLC Circles once every three weeks. (Target Group: All)				

Burnet Middle School

Goal 10. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/12/20 - Significant Progress
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English

Burnet Middle School

Goal 10. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List

SY 20-21 CIP Developers List

Name	Position
Wellman, Rachel	Academic Specialist - ELA
Perez, Jose	Academic Specialist - Math
Harrell, Ricki	Academic Specialist - Science
Pierce, Janaye	Academic Specialist -Social Studies/AVID Teacher -
Salomon, Cleopatra	Academic Specialist - SEL
Watson, Noalie	Assistant Principal
Granado, Rob	Assistant Principal
Delarosa, Marvelia	Principal
Becerra, Nekia	Assistant Principal
Brown, Daniel	Central Office
Welling, Nicole	Multilingual Cluster Specialist
Gentry, Blake	Teacher
Tamez, Laura	Teacher
Martin, Pablo	Teacher
White, John	Teacher
Mendoza, Steven	Teacher
Galvan, Maria	Parent
Coburn, Kenisha	District User

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	% of Assessments									2021 Accountability Goal
						Cycle 1 (Sept - Nov)		Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)				
						Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	54	45	District Interim	57	33%	District Benchmark	61		66	
		All	All	Reading	Meets	20	16	District Interim	21	15%	District Benchmark	22		24	
		All	All	Reading	Masters	7	7	District Interim	8	5%	District Benchmark	9		11	
		All	All	Mathematics	Approaches	67	56	District Interim	70	53%	District Benchmark	74		79	
		All	All	Mathematics	Meets	31	28	District Interim	32	27%	District Benchmark	33		35	
		All	All	Mathematics	Masters	10	17	District Interim	11	13%	District Benchmark	12		14	
		All	All	Science	Approaches	56	51	District Interim	59	32%	District Benchmark	63		68	
		All	All	Science	Meets	20	20	District Interim	21	9%	District Benchmark	22		24	
		All	All	Science	Masters	8	14	District Interim	9	5%	District Benchmark	10		12	
		All	All	Social Studies	Approaches	47	48	District Interim	50	50%	District Benchmark	54		59	
		All	All	Social Studies	Meets	19	25	District Interim	20	19%	District Benchmark	21		23	
		All	All	Social Studies	Masters	11	19	District Interim	12	15%	District Benchmark	13		15	
		All	All	Writing	Approaches	49	49	District Interim	52	15%	District Benchmark	56		61	
		All	All	Writing	Meets	19	17	District Interim	20	4%	District Benchmark	21		23	
All	All	Writing	Masters	4	12	District Interim	5	2%	District Benchmark	6		8			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components)	All	ECD	Reading	Meets	21	15	District Interim	25	15%	District Benchmark	29		33	
		All	ECD	Mathematics	Meets	31	27	District Interim	32	27%	District Benchmark	34		36	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	EL	ALL	ALL	29	24	District Interim	31	20%	District Benchmark	34		37	
		All	ECD	ALL	ALL	30	28	District Interim	32	22%	District Benchmark	35		38	
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	15	11	District Interim	22	11%	District Benchmark	29		36	