

Houston Independent School District
124 Burnet Elementary School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment Data Documentation	3
Key Actions	4
Key Action 1: Burnet Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students in grades Kinder through 5th grade.	4
Key Action 2: Burnet Elementary School will achieve higher academic growth in math as a result of the high quality of the teacher's instruction.	7
Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.	10
Key Action 4: Burnet Elementary School will increase TELPAS achievement by grade level due to the high quality of the teacher's instruction.	14
State Compensatory	17
Budget for 124 Burnet Elementary School	17
Personnel for 124 Burnet Elementary School	17
Addendums	18

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups





Key Actions

Key Action 1: Burnet Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students in grades Kinder through 5th grade.

Strategic Priorities:





Cultivating Team HISD Talent

Indicator of Success 1: 70% of scores on observations/walkthroughs conducted by the calibration team in December will be proficient or higher. That percentage will increase to 90% in May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus will establish a strong Professional Learning Communities.</p> <p>School Leaders' Actions</p> <p>Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.</p> <p>Conduct a minimum of one observation/walkthrough for each teacher every month. Roleplay coaching conversations bi-weekly from August - to December and once a month in the spring semester to calibrate feedback conversations between the admin team/appraisers.</p> <p>Staff Actions</p> <p>Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).</p> <p>Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review cells are currently empty			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Key Action 1: Burnet Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students in grades Kinder through 5th grade.

Indicator of Success 2: 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the 23-24 teacher evaluation system.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will make sure checks for understanding are happening in the classrooms.</p> <p>School Leaders' Actions</p> <p>Ensure daily pulse checks with 80% of teachers performing at a medium/high level.</p> <p>Staff Actions</p> <p>Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for the remainder of the lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 1: Burnet Elementary School will achieve high academic growth by increasing teacher capacity to provide high quality instruction to students in grades Kinder through 5th grade.

Indicator of Success 3: 75% of lessons observed in November and 100% of lessons observed in May will incorporate MRS.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will monitor checks for understanding strategies for effectiveness.</p> <p>School Leaders' Actions</p> <p>Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.</p> <p>Staff Actions</p> <p>Participate in grade level planning sessions to effectively plan daily learning objectives and DOLs and ensure sure both are aligned to the daily instruction/lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Burnet Elementary School will achieve higher academic growth in math as a result of the high quality of the teacher's instruction.

Strategic Priorities:





Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by 23-24 teacher evaluations. (9 Math Teachers)

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will provide effective support and ongoing feedback to teachers in best instructional practices.</p> <p>School Leaders' Actions</p> <p>Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.</p> <p>Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/ appraisers.</p> <p>Staff Actions</p> <p>Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).</p> <p>Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Burnet Elementary School will achieve higher academic growth in math as a result of the high quality of the teacher's instruction.

Indicator of Success 2: Students will grow 0.90 times the average U.S. growth in Math in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will ensure that the student engagement is aligned with achievement.</p> <p>School Leaders' Actions</p> <p>Ensure daily pulse checks with 80% of teachers performing at a medium/high level.</p> <p>Staff Actions</p> <p>Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for the remainder of the lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Burnet Elementary School will achieve higher academic growth in math as a result of the high quality of the teacher's instruction.





Indicator of Success 3: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in Math in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.

Strategic Priorities:

Transforming Academic Outreach, Cultivating Team HISD Talent





Indicator of Success 1: 80% of the teachers will be proficient or higher in delivering high-quality instruction as measured by 23-24 teacher evaluations. (23 Reading Teachers).

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will be monitor teacher instruction efffetiveness.</p> <p>School Leaders' Actions</p> <p>Conduct effective PLCs weekly that focus on teacher modeling. Administrators will complete specific actions (review data, rehearse lessons, etc...) to support high quality PLC and instruction in the classroom.</p> <p>Staff Actions</p> <p>Teachers will attend PLC's with items in action plans for each PLC meeting (data review, lesson plans, exams).</p>	Formative			Summative
	Feb	Mar	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.





Indicator of Success 2: Students will grow 0.90 times the average U.S. growth in Reading in January as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of feedback provided and the implementation.</p> <p>School Leaders' Actions</p> <p>Conduct a minimum of one spot observation for each teacher every month. Roleplay coaching conversations bi-weekly from August - December and once a month in the spring semester to calibrate feedback conversations between admin team/ appraisers.</p> <p>Staff Actions</p> <p>Teachers will rehearse lessons (at-bats) during PLC to gather inquiries on the quality of the lesson and how to improve it.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.

Indicator of Success 3: Students will grow an additional 0.90 (1.8 annually) times the average U.S. growth in reading in May as measured by the NWEA MAP assessment and using the mean RIT score for each grade, 2-8.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will track student progress towards mastery.</p> <p>School Leaders' Actions</p> <p>Ensure daily pulse checks with 80% of teachers performing at a medium/high level.</p> <p>Staff Actions</p> <p>Implement Kagan structures to ensure students know their roles when participating in MRS Strategies and leverage MRS data to drive instruction for the remainder of the lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 3: Burnet Elementary School will achieve higher academic growth in reading due to the high quality of the teacher's instruction.

Indicator of Success 4: 75% of the students in grades K-1 will demonstrate typical or above typical growth in DIBELS at the end of the year.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will monitor levels of literacy for all students in early childhood.</p> <p>School Leaders' Actions</p> <p>Provide PD on MRS strategies during August Preservice and continue with on-the-spot coaching daily to ensure teachers are incorporating these strategies effectively.</p> <p>Staff Actions</p> <p>Participate in grade level planning sessions to effectively plan daily learning objectives and DOLs and ensure sure both are aligned to the daily instruction/lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 4: Burnet Elementary School will increase TELPAS achievement by grade level due to the high quality of the teacher's instruction.


Strategic Priorities:


Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: By the end of October, 100% of Emergent bilingual students will be administered the ELD exam in grades 2nd - 5th and know their respective scores in each category via student data conferences. 100% of Emergent Bilingual students will be given a reasonable goal to achieve by the 2nd ELD exam. By the end of November, 70% of teachers were utilizing sheltered instructional strategies with fidelity. By the end of February, 85% of teachers are utilizing sheltered instructional strategies with fidelity. By the end of May, 100% of teachers are utilizing sheltered instructional strategies with fidelity.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will ensure EB students receive high quality of instruction and progress in TELPAS areas.</p> <p>School Leaders' Actions</p> <p>By the end of September 2023, 100% of teachers will receive their Emergent Bilingual roster with students' respective scores and use the tiering report provided in TELPAS categories such as listening, reading, writing, and speaking to provide sheltered instruction during instructional time to EB students.</p> <p>Coaches will monitor students after every relevant assessment and discuss with the teacher's student progress and next steps during teacher data conferences.</p> <p>Coaches will coordinate campus-based PLCs.</p> <p>Principal will provide teachers with Emergent Bilingual classroom rosters along with their current rating.</p> <p>Coaches will provide sheltered instructional training and assist in selecting one sheltered instructional strategy every six weeks.</p> <p>Staff Actions</p> <p>Teachers will meet with parents of targeted students to inform them of their student's goals for the school year and how they can support the campus to ensure student success.</p> <p>Teachers will implement designated sheltered instructional strategies during their instructional time with fidelity. Teachers will implement a new sheltered instructional strategy every six weeks.</p> <p>Teachers will grow Emergent Bilingual students one performance level in the following categories, Reading, writing, listening, and speaking.</p>	Formative			Summative
	Feb	Mar	Apr	June
	This area is currently blank in the image			

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Key Action 4: Burnet Elementary School will increase TELPAS achievement by grade level due to the high quality of the teacher's instruction.

Indicator of Success 2: Emergent Bilingual students move performance levels as follows in grades 2nd - 5th grade: 20 Beginning students move to Intermediate, 59 students in intermediate move to Advanced, 59 students in Advanced move to Advanced High and 14 students in Advanced High remain in Advanced High.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will monitor EB students progress.</p> <p>School Leaders' Actions</p> <p>Coaches will progress monitor sheltered instructional strategies during spot observations.</p> <p>Coaches will create an ELD testing environment that reduces student stress and maximizes privacy and concentration.</p> <p>TELPAS admin will conduct TELPAS data conferences with all Emergent Bilingual students after every ELD assessment.</p> <p>Coaches will progress monitor ELD data and provide students with an opportunity to attend mandatory TELPAS tutorial</p> <p>Staff Actions</p> <p>Teachers will track students' growth in TELPAS performance levels utilizing the SummitK12.</p> <p>Teachers and coaches will select one sheltered instructional strategy for the first six weeks of implementation and select a new sheltered instructional strategy every six weeks (about one and a half months) after that.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for 124 Burnet Elementary School

Total SCE Funds: \$92,600.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for 124 Burnet Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Juarez	Tchr, Science 4-8	1
Veronica Garcia	Teaching Assistant-10M	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	404
Grade Span:	KG - 05

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

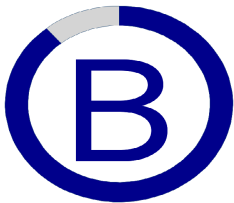
This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating

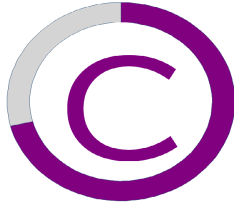
Student Achievement

School Progress

Closing the Gaps



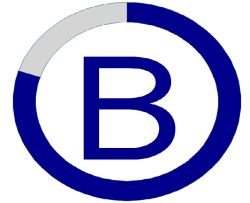
89 of 100



71 of 100









93 of 100



80 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.

					
Academic Achievement in English/Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Top 25% : Comparative Academic Growth	Top 25% : Comparative Closing the Gaps	Postsecondary Readiness

Texas Education Agency
2022 School Report Card
 BURNET EL (101912124) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about BURNET EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	90.8%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	1.2%	22.1%	12.8%
Hispanic	95.8%	61.9%	52.8%
White	2.7%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.2%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.0%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	90.8%	79.2%	60.7%
Special Education	7.7%	8.4%	11.6%
Emergent Bilingual/EL	60.6%	35.1%	21.7%
Mobility Rate (2020-21)			
	10.9%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	13.3	18.2	18.7
Grade 1	11.4	15.7	18.7
Grade 2	12.6	15.4	18.6
Grade 3	7.2	14.4	18.7
Grade 4	8.7	13.7	18.8
Grade 5	7.2	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$8,644	\$10,524	\$11,106
Instruction	\$6,284	\$5,989	\$6,358
Instructional Leadership	\$122	\$185	\$186
School Leadership	\$886	\$749	\$654

Texas Education Agency
2022 School Report Card
 BURNET EL (101912124) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	71%	*	71%	100%	-	-	-	-	71%
	2021	67%	57%	45%	-	45%	*	-	-	-	-	44%
ELA/Reading	2022	75%	70%	80%	*	80%	*	-	-	-	-	80%
	2021	68%	60%	63%	-	62%	*	-	-	-	-	62%
Mathematics	2022	72%	67%	68%	*	68%	*	-	-	-	-	67%
	2021	66%	53%	39%	-	38%	*	-	-	-	-	37%
Science	2022	76%	68%	54%	*	54%	*	-	-	-	-	55%
	2021	71%	59%	38%	-	38%	-	-	-	-	-	35%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	39%	*	39%	100%	-	-	-	-	39%
	2021	41%	33%	19%	-	19%	*	-	-	-	-	18%
ELA/Reading	2022	53%	49%	48%	*	48%	*	-	-	-	-	47%
	2021	45%	38%	32%	-	31%	*	-	-	-	-	30%
Mathematics	2022	42%	38%	37%	*	36%	*	-	-	-	-	37%
	2021	37%	27%	12%	-	12%	*	-	-	-	-	12%
Science	2022	47%	39%	22%	*	21%	*	-	-	-	-	23%
	2021	44%	33%	14%	-	14%	-	-	-	-	-	13%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	16%	*	15%	100%	-	-	-	-	16%
	2021	18%	15%	7%	-	6%	*	-	-	-	-	6%
ELA/Reading	2022	25%	24%	22%	*	21%	*	-	-	-	-	21%
	2021	18%	16%	12%	-	11%	*	-	-	-	-	10%
Mathematics	2022	20%	19%	13%	*	11%	*	-	-	-	-	13%
	2021	18%	13%	3%	-	3%	*	-	-	-	-	2%
Science	2022	21%	17%	9%	*	8%	*	-	-	-	-	10%
	2021	20%	14%	7%	-	7%	-	-	-	-	-	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	88	-	87	-	-	-	-	-	87
	2019	69	68	69	-	69	-	-	-	-	-	69
ELA/Reading	2022	78	81	90	-	90	-	-	-	-	-	90
	2019	68	68	71	-	71	-	-	-	-	-	72
Mathematics	2022	69	75	85	-	85	-	-	-	-	-	85
	2019	70	68	67	-	67	-	-	-	-	-	67
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												