



# BURNET

Consolidated ISD

**CRAFTING** *the* **FUTURE**

BURNET CONSOLIDATED  
INDEPENDENT SCHOOL DISTRICT





# Strategic Planning

Strategic planning is a process that empowers stakeholders, such as parents, students, district employees, city officials, business partners, and clergy, to collaboratively shape the future of their school district. Through this process, the district and community become partners in creating a three-year plan. This shared sense of ownership enables districts to overcome obstacles and discover new possibilities for students. All school districts reach a point where they must reinvigorate their practices, and create new systems, or face decline. The strategic planning process galvanizes the community around a common purpose, bringing new life to the district.



# Strategic Planning Process



Through the **strategic planning** process, stakeholders from across the community were brought together to assess the needs of and to offer input on the direction the district should take over the next three years. The strategic planning process helped to identify a common set of beliefs that are unique to the community. Every action in the strategic plan was purposefully aligned with the community's beliefs. Community members also harmonized their beliefs with the district's vision and mission, which together created the foundation of the strategic plan. The stakeholders assessed the strengths, weaknesses, opportunities, and threats the district faced in certain focus areas, or *strands*, identified by school leadership. This information helped set targets for growth, or *objectives*, for each strand, along with strategies the district will employ to reach these targets. Finally, a team of content area experts mapped out the action steps necessary to achieve each strategy. Care was taken by the Action Planning Team to give direction and specificity, yet allow leeway as the action steps are implemented by district personnel over the coming three years.



*Authentic community and family engagement is key to creating opportunities for students to develop the 21st century skills necessary for success in a global society.*



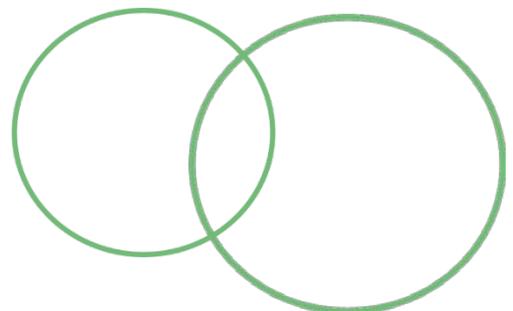
## Report Layout

The remaining pages of the report contain the stakeholder-driven, three-year strategic plan for **Burnet Consolidated Independent School District (BCISD)**. The ensuing contents of the strategic plan are broken out into strands identified as focus areas for the strategic plan. The vision, mission, and community beliefs guided the direction of the planning committees and provided a foundation for the plan. Finally, goals, objectives, strategies and action steps are outlined for each strand.



## Virtual Plan

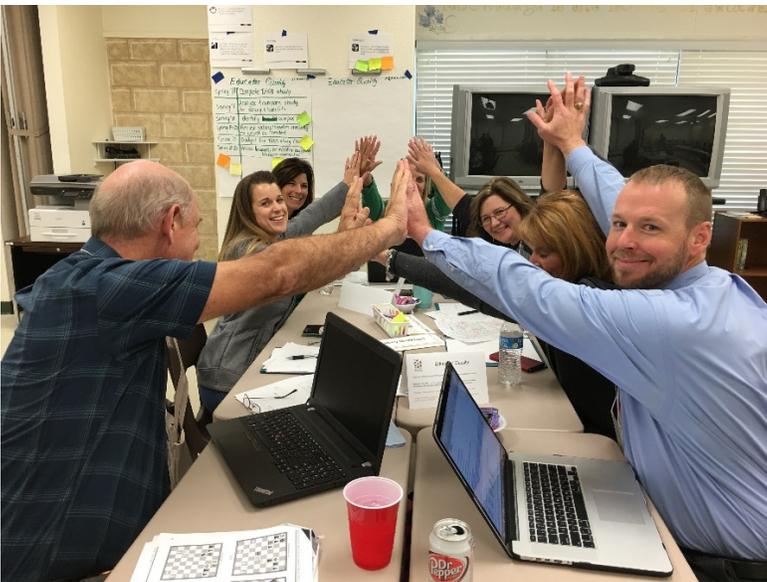
A web resource has been created to house the virtual strategic plan. The virtual plan contains all of the information found within this report. Additionally, fields can be added to aid in implementation and revision of the plan. Examples of additional information to be added include timelines, person(s) responsible, necessary resources, as well as means of measuring the implementation of the plan. A strategic plan is a living document that undergoes updates and revisions over time.



# Burnet Consolidated I.S.D. Strategic Planning Strands



Academic Performance  
Climate & Culture  
Educator Quality  
Family & Community Involvement



## Vision



Burnet Consolidated I. S. D. will craft an inspiring future for each student that embodies spirit, pride, and honor.

## Mission

Burnet Consolidated I.S.D., in partnership with the community, prepares all students for a successful future in an ever-changing world. We provide diverse opportunities and a quality education that values academics, extra-curricular activities, innovation, and mutual respect.

## Shared Beliefs

### We Believe:

- All children can learn and should be given the opportunity and resources to succeed.
- Education is an important component of student success. It takes passion, love, heart, and understanding.
- Quality instruction is important for student engagement and success.
- Contributions of all stakeholders are vital to ensure student success and prepare them for their future.
- We must create a culture of mutual respect where all students experience a sense of belonging.



# Academic Achievement

**GOAL:**

Burnet Consolidated I.S.D. will implement a comprehensive, challenging course of study that addresses the individual and diverse needs of learners, while preparing all students with the knowledge and skills necessary to be successful in an ever-changing world.

**OBJECTIVE:**

By 2021, 100% of students will have a personalized plan for acquiring the knowledge and skills necessary to pursue their passion in the college or career of their choice.

**STRATEGY 1:**

Develop a system to ensure a guaranteed, viable, and vertically-aligned K-12 curriculum that is implemented with integrity.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Form an English-Language Arts-Reading (ELAR) and Math K-12 Leadership Academy 1, consisting of department heads, assistant principals, and content specialists.	Campus personnel	Curriculum directors, principals
Spring 2018	Analyze grade-level Texas Essential Knowledge and Skills (TEKS) to inform pacing decisions in Math and ELAR to ensure K-12 vertical alignment.	State of Texas Assessments of Academic Readiness (STAAR) data	Leadership Academy 1
Spring 2018	Review EH Local to ensure alignment with Board policy.	Board Policy EH Local	Curriculum directors, Leadership Academy 1

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Communicate the Leadership Academy 1 focus to campuses through staff meetings.	Leadership academy members	Leadership Academy 1
Spring 2018	Create grade-level, subject-specific focus documents that support vertical alignment (K-12) in math and ELAR.	STAAR data, TEKS	Leadership Academy 1
Spring 2018	Utilize Leadership Academy 1 focus documents to inform decisions around pacing guides for math and ELAR for the next school year.	Leadership Academy focus documents, pacing guides	Teachers, campus administrators
Spring 2018	Utilize Leadership Academy 1 focus documents to inform decisions around staffing for the next school year.	Leadership Academy focus documents	Leadership team
Fall 2018	Schedule grade-level, subject-specific meetings to analyze current STAAR data and focus documents in order to finalize pacing guides for math and ELAR.	STAAR data, focus documents, pacing guides	Campus administrators, department heads, teachers
Fall 2018	Train instructional staff on use of focus documents for ELAR and math.  (Collaborate with Educator Quality).	Focus documents, pacing guides	Campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Form a science and social studies K-12 Leadership Academy II, consisting of department heads, assistant principals, and content specialists.	Campus personnel	Curriculum directors, principals
Fall 2018	Analyze grade-level TEKS to inform pacing decisions in science and social studies to ensure K-12 vertical alignment.	STAAR data	Leadership Academy II
Fall 2018	Create grade-level, subject-specific focus documents that support vertical alignment (K-12) in science and social studies.	STAAR data, TEKS	Leadership Academy II
Spring 2019	Review EH Local to ensure alignment with Board policy.	Board Policy EH Local	Curriculum directors, Leadership Academy II
Spring 2019	Communicate the Leadership Academy II focus to campuses through staff meetings.	Leadership academy members	Leadership Academy II
Spring 2019	Train instructional staff on use of focus documents for science, social studies, ELAR, and math. (Collaborate with Educator Quality).	Focus documents, pacing guides	Campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Utilize Leadership Academy II focus documents to inform decisions around pacing guides for science and social studies for the next school year.	Leadership Academy focus documents, pacing guides	Teachers, campus administrators
Spring 2019	Utilize Leadership Academy focus documents to inform decisions around staffing for the next school year.	Focus documents	Leadership team
Spring 2019	Collaborate to analyze and revise all focus documents.	Focus documents	Leadership Academies I and II
Summer 2019	Evaluate STAAR, walkthrough, and Texas Teacher Evaluation and Support System (T-TESS) data to determine the impact of pacing guides on student achievement.	STAAR, walkthrough and T-TESS data	Leadership team
Fall 2019	Train new staff and review training with returning staff on use of focus documents for ELAR, math, science, and social studies.  (Collaborate with Educator Quality).	Focus documents, pacing guides	Campus administrators
Fall 2019	Train new administrators and renew training for returning administrators on the focus documents.	Focus documents	Curriculum and Instruction department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Schedule grade-level, subject-specific meetings to analyze current STAAR data and focus documents in order to finalize pacing guides.	STAAR data, focus documents	Campus administrators, department heads, teachers
Fall 2019	Form a fine arts and Career Technical Education (CTE) K-12 Leadership Academy III, consisting of department heads, assistant principals, and content specialists.	Campus personnel	Curriculum directors, principals
Fall 2019	Analyze grade-level TEKS to inform pacing decisions in fine arts and CTE to ensure K-12 vertical alignment.	TEKS	Leadership Academy III
Fall 2019	Create grade-level, subject-specific focus documents that support vertical alignment (K-12) in fine arts and CTE.	STAAR data, TEKS	Leadership Academy III
Spring 2020	Review EH Local to ensure alignment with Board policy.	Board Policy EH Local	Curriculum directors, Leadership Academy III
Spring 2020	Communicate the Leadership Academy III focus to campuses through staff meetings.	Leadership academy members	Leadership Academy III

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Train instructional staff on use of focus documents for fine arts and CTE.  (Collaborate with Educator Quality).	Focus documents	Campus administrators
Spring 2020	Utilize Leadership Academy III focus documents to inform decisions around pacing guides for fine arts and CTE for the next school year.	Focus documents, pacing guides	Teachers, campus administrators
Spring 2020	Utilize Leadership Academy focus documents to inform decisions around staffing for the next school year.	Focus documents	Leadership team
Spring 2020	Collaborate to analyze and revise all focus documents.	Focus documents	Leadership Academies I, II, and III
Summer 2020	Evaluate STAAR, walkthrough, and T-TESS data to determine the impact of pacing guides on student achievement.	STAAR, walkthrough and T-TESS data	Leadership team
Fall 2020	Train new staff and review training with returning staff on use of focus documents for ELAR, math, science, social studies, fine arts, and CTE.  (Collaborate with Educator Quality).	Focus documents	Campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Fall 2020	Train new administrators and renew training for returning administrators on the focus documents.	Focus documents	Curriculum and Instruction department
Fall 2020	Schedule grade level, subject-specific meetings to analyze current STAAR data and focus documents in order to finalize pacing guides.	STAAR data, focus documents	Campus administrators, department heads, teachers
Spring 2021	Review EH Local to ensure alignment with Board policy.	Board Policy EH Local	Curriculum directors, Leadership Academy I, II, and III
Summer 2021	Evaluate STAAR, walkthrough, and T-TESS data to determine impact of pacing guides on student achievement.	STAAR, walkthrough and T-TESS data	Leadership team

**STRATEGY 2:**

**Develop a district-wide system to identify and address gaps in student learning and opportunities for acceleration.**

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Evaluate effectiveness of current programs in English-Language Arts-Reading (ELAR) and math K-12, including Gifted and Talented and Advanced Placement courses and recommend any changes.  Inform Educator Quality strand of findings.	Current program data	Leadership Academy I
Spring 2018	Take action on recommended program changes from Leadership Academy I for campus implementation.	Leadership Academy I recommendations	Leadership team
Spring 2018	Begin evaluations for individualized math plans and interventions for students.	State of Texas Assessment of Academic Readiness (STAAR) data, Texas Essential Knowledge and Skills (TEKS), current math curriculum, professional development opportunities	Leadership team, Leadership Academy I

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Continue training teachers on use of personalized literacy plans, intervention and acceleration strategies.	Schoolpace, Program rubrics, student data, Individual Education Plans (IEPs)	ARC coaches, ARC site- coordinators
Spring 2018	Utilize district curriculum, IEPs, and student data to develop personalized literacy plans, including acceleration for all students in grades K-5 and targeted secondary students.	Schoolpace, program rubrics, student data, IEPs	Classroom teachers, ARC site- coordinators
Spring 2018	Develop a cadre of district literacy coaches to ensure fidelity in literacy program implementation.	ARC coaches, ARC site- coordinators, ARC data	Campus administrators, Curriculum and Instruction directors
Spring 2018	Monitor development of personalized literacy plans.	Schoolpace, program rubrics, student data, IEPs	Campus administrators, ARC site- coordinators
Spring 2018	Establish a committee to evaluate instructional technology support options.	Technology department, Leadership team	Technology Director

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Summer 2018	Begin implementing Instructional Technology Support Committee recommendations.	Instructional Technology Support Committee plan, district budget, Texas Association of School Boards (TASB) Salary Study	Leadership team
Summer 2018	Analyze the impact of literacy plans on student achievement data (STAAR).	STAAR data, individual student literacy plans	Leadership team
Fall 2018	Train new teachers and renew training for returning teachers on use of individual student literacy plans, intervention and acceleration strategies.  (Collaborate with Educator Quality).		Curriculum and Instruction department
Fall 2018	Review individual literacy plans and revise, as needed, based on STAAR and other achievement data.	individual literacy plans, STAAR and other achievement data	Classroom teachers
Fall 2018	Utilize district curriculum, IEPs, and student data to develop personalized math plans, including acceleration for all students in grades 6-8 and other targeted students.	Program rubrics, student data, IEPs	Classroom teachers, district administrators, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Develop a district math instructional coaching program that provides professional development for new and current staff.	STAAR data, budget data	Curriculum and Instruction directors, Director of Business and Finance
Spring 2019	Monitor development of personalized math plans for all students in grades 6-8 and other targeted students.	Program rubrics, student data, IEPs	Campus administrators
Spring 2019	Evaluate effectiveness and revise personalized literacy plans.	Literacy plans, STAAR data, ARC data	Campus administrators, classroom teachers, ARC site-coordinators
Spring 2019	Establish Instructional Technology Support Committee.	Technology department, Leadership team	Technology Director
Spring 2019	Evaluate current instructional supports and create a plan for technology support options, including those for intervention and acceleration.		Instructional Technology Support Committee
Spring 2019	Evaluate effectiveness and revise personalized graduation plans.	Personalized graduation plans, Naviance	Counselors, secondary administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Summer 2019	Begin implementing Instructional Technology Support Committee recommendations that encompasses intervention and acceleration.	Instructional Technology Support Committee Plan, district budget, TASB Salary study	Leadership team
Summer 2019	Analyze the impact of literacy and math plans on student achievement data (STAAR).	STAAR data, individual student literacy plans	Leadership team
Fall 2019	Review individual literacy and math plans and revise, as needed, based on STAAR and other achievement data.	STAAR data, individual student literacy plans	Classroom teachers
Fall 2019	Train new teachers and review training for returning teachers on use of individual student literacy and math plans, intervention and acceleration strategies.  (Collaborate with Educator Quality).		Campus administrators
Spring 2020	Evaluate effectiveness and revise personalized literacy and math plans.	Literacy and math individualized plans, STAAR data, ARC data, program rubrics, student data, IEPs	Campus administrators, classroom teachers, ARC site-coordinators
Spring 2020	Evaluate effectiveness and revise personalized graduation plans.	Personalized graduation plans, Naviance	Counselors, secondary administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Summer 2020	Analyze the impact of literacy and math plans on student achievement data (STAAR).	STAAR data, individual student literacy plans	Leadership team
Fall 2020	Review individual literacy and math plans and revise, as needed, based on STAAR and other achievement data.	STAAR data, individual student literacy plans	Classroom teachers
Fall 2020	Train new teachers and review training for returning teachers on use of individual student literacy and math plans, intervention and acceleration strategies.  (Collaborate with Educator Quality).		Campus administrators

# Culture and Climate

**GOAL:**

Burnet Consolidated I.S.D. will implement a safe and positive culture of Spirit, Pride, and Honor for all staff and students.

**OBJECTIVE:**

By 2021, 100% of students and staff will affirm a safe, positive, and supportive culture.

**STRATEGY 1:**

Create a safe and supportive environment for staff and students.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Train staff on "Say Something" App. (Collaborate with Educator Quality).	Say Something App	Campus staff, administration
Spring 2018	Develop an agenda framework for team and department meetings so problems are presented and resolutions developed.		Campus Leadership teams
Spring 2018	Campus leadership teams will provide needs assessment for teacher training for Fall 2018. (Collaborate with Educator Quality).		Campus leadership teams
Spring 2018	Create a line item in the budget for teachers to attend specific behavior trainings for the 2018-2019 school year.	District budget	Campus administration, Director of Business and Finance

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Review and update behavior matrix and revise behavior expectation plan.	Campus Behavior Matrix	Discipline Committee
Spring 2018	Form a committee of administrators and teachers to discuss district budgeting recommendations for reducing class sizes.		Campus teachers, campus administrators, Human Resources department, district administrators
Spring 2018	Meet with law enforcement to set up a three-year plan for drug education, social media, safety, and positive behavior programs.		Burnet police department, Sherriff's department, campus administrators
Fall 2018	Roll out new team meeting agenda template.	Agenda	Campus administrators, department or grade-level teams
Fall 2018	Discipline committee members from each campus will meet to discuss vertically aligned behavior matrix and district-wide behavior expectations.		District-wide discipline committees
Fall 2018	Refresher training for staff on "Say Something" App. (Collaborate with Educator Quality).	Say Something Company/ Start With Hello representative	Campus administrators, district administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Provide innovative and engaging training for staff on discipline strategies. (Collaborate with Educator Quality).		Behavioral specialist, Special Education Director, campus administrators
Fall 2018	Educate staff on laws regarding special education. (Collaborate with Educator Quality).		Campus administrators
Fall 2018	Provide professional development for staff on children and poverty. (Collaborate with Educator Quality).		Campus building leadership teams, teachers
Fall 2018	Plan Green Ribbon Week activities.	Vary by campus	Campus teachers, campus administrators, students
Fall 2018	Host an evening for parents on drug education. Partner with Burnet Police Department during Green Ribbon Week.	Join the Journey	Burnet Police Department, campus administrators, parents
Fall 2018	Evaluate attendance at Drug Education Night.	Sign-in sheets from parent night	Campus administrators
Fall 2018	Track and provide campus-level incentives for behavior, grades, and attendance (factors vary by campus).	Incentives may vary, PEIMS data	Campus staff, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Track and provide campus-level incentives for behavior, grades, and attendance (factors vary by campus).	Incentives may vary	Campus staff, campus administrators
Spring 2019	Develop survey or focus group questions for student groups to evaluate school and classroom climate.		Culture and Climate Committee
Spring 2019	Use student focus groups to determine school and classroom climate with an emphasis on safety and learning environment.	Survey	Student Focus Group, Campus staff
Spring 2019	Each campus will partner with law enforcement to present a positive behavior program that is appropriate for their campus.		Local law enforcement, and campus administration
Spring 2019	Gather data on "Say Something" App usage, engagement, etc.	Say Something company representative	Campus administrators, district administrators
Spring 2019	Gather data on behavior and attendance.		Campus discipline committees
Spring 2019	Share data on behavior and attendance with campus staff.	Student data system	Campus leadership teams, Campus Discipline committees
Spring 2019	Discipline Committee will review and update behavior matrix and revise behavior expectations.	Campus Behavior Matrix	Discipline Committee

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Refresher training for staff on "Say Something" App. (Collaborate with Educator Quality).	Say Something Company/ Start With Hello representative	Campus administrators, district administrators
Fall 2019	Provide innovative and engaging training for new staff and refresher training for returning staff on discipline strategies. (Collaborate with Educator Quality).		Behavioral specialist, Special Education Director, campus administrators
Fall 2019	Educate staff on laws regarding special education. (Collaborate with Educator Quality).		Campus administrators
Fall 2019	Provide professional development for new staff and refresher training for returning staff on children of poverty. (Collaborate with Educator Quality).		Campus administrators, teachers
Fall 2019	Educate students on dangers of social media.	Law Enforcement, judge, probation officer (vary by campus).	Campus administrators
Fall 2019	Plan Green Ribbon Week activities.	Vary by campus	Campus teachers, campus administrators, students

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Host an evening for parents on drug education. Partner with Burnet Police Department during Green Ribbon Week.	Join the Journey	Burnet Police Department, campus leadership, parents
Fall 2019	Evaluate attendance at Drug Education Night.	Sign-in sheets from parent night	Campus administrators
Fall 2019	Track and provide campus-level incentives for behavior, grades, and attendance (factors vary by campus).	Incentives may vary	Campus staff
Spring 2020	Track campus behavior incidents and attendance.	Incentives may vary	Campus administrators
Spring 2020	Track and provide campus-level incentives for behavior, grades, and attendance (factors vary by campus).	Incentives may vary, PEIMS data	Campus staff
Spring 2020	Review and revise, as needed, survey or focus group questions for student groups to evaluate school and classroom climate.		Discipline committees
Spring 2020	Use student focus groups to determine school and classroom climate with an emphasis on safety and learning environment.	Survey	Student focus groups, campus staff
Spring 2020	Gather data on "Say Something" App usage and engagement.	Say Something company representative	Campus leadership team, administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Gather data on behavior and attendance.		Discipline Committee
Spring 2020	Share data on behavior and attendance with campus staff.		Discipline committees
Fall 2020	Plan Green Ribbon Week activities.	Vary by campus	Campus teachers, campus administrators, students
Fall 2020	Plan Parent Drug Awareness Night, based on data gathered from Fall 2019 event.	Data from Fall 2019	Campus administrators
Fall 2020	Host an evening for parents on drug education. Partner with Burnet Police Department.	Join the Journey	Burnet Police Department, campus administration or building leadership teams, parents
Fall 2020	Evaluate attendance at Drug Education Night.	Sign-in sheets from parent night	Campus administrators
Fall 2020	Provide training for new staff and refresher training for returning staff on discipline strategies. (Collaborate with Educator Quality).		Behavioral specialist, Special Education Director, campus administrators
Fall 2020	Educate staff on laws regarding special education. (Collaborate with Educator Quality).		Director of Special Programs, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2020	Provide professional development for new staff and refresh training for returning staff on children of poverty.  (Collaborate with Educator Quality).		Campus building leadership teams, teachers
Fall 2020	Track and provide campus-level incentives for behavior, grades, and attendance (factors vary by campus).	Incentives may vary	Campus staff
Fall 2020	Review overall data and evaluate program effectiveness. Discuss next steps.	Attendance and discipline data	Climate and Culture Committee

Strategy 2:

Develop a positive culture based upon Spirit, Pride, and Honor.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Develop a staff survey to determine culture and climate baseline.	Survey	Culture and Climate Committee
Spring 2018	Implement staff survey at all campuses.	Survey	Campus administrators
Spring 2018	Review survey results, and share with staff.	Survey results	District administrators, campus administrators
Spring 2018	Create district-wide standards for Spirit, Pride, and Honor.		Culture and Climate Committee
Spring 2018	Develop district-level Spirit, Pride, and Honor Committee, and identify representatives for each campus.		Campus administrators, Climate and Culture Committee
Spring 2018	Explore ideas with campus leadership teams to develop common planning time for grade-level teams at elementary level.		Campus administrators, Campus Leadership Team
Spring 2018	Explore activities according to student interest and campus needs so that teachers have the ability to have common planning time.	Campus budget	Campus leadership teams, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Propose an activity schedule that provides students with a variety of enrichment activities, varying by campus.		Campus administrators, support staff
Spring 2018	Develop training on Spirit, Pride, and Honor for staff development.		District Spirit, Pride, and Honor Committee
Fall 2018	Train staff and students on Spirit, Pride, and Honor. (Collaborate with Educator Quality).		Campus Spirit, Pride, and Honor representatives
Fall 2018	Develop a committee at every campus to support staff morale (Sunshine).		Campus leadership
Fall 2018	Create Spirit, Pride, and Honor posters.	Posters	Spirit, Pride, and Honor Committee
Fall 2018	Roll out Spirit, Pride, and Honor posters in classrooms and campuses.	Spirit, Pride, and Honor posters	Campus administrators, campus Spirit, Pride, and Honor representatives
Fall 2018	Post Spirit, Pride, and Honor posters on district and school websites.		Campus Spirit, Pride, and Honor representatives
Fall 2018	Develop strategies to involve all students in clubs or activities by the Fall 2020, including resources, ideas, and schedule.		Campus leadership teams

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	District Spirit, Pride, and Honor Committee meets with district officials to discuss possibility of spring convocation for 2019.		District Spirit, Pride, and Honor Committee
Spring 2019	Review and revise staff survey.	Survey	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2019	Conduct staff survey to measure growth of climate and culture.	Survey	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2019	Compare data between Spring 2018 and Spring 2019, and study trends, and share with staff.	Survey results	Campus administrators, district administrators
Spring 2019	Explore activities according to student interest and campus needs so that teachers have the ability to have common planning time.		Campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Conduct refresher training for returning staff and training for new staff on Spirit, Pride, and Honor.  (Collaborate with Educator Quality).	Training material	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Fall 2019	Review and revise committees at every campus to support staff morale (Sunshine).		Campus leadership teams, Sunshine Committee
Fall 2019	Campus leadership teams at each campus will develop strategies to ensure that all students are involved in clubs or activities by the Fall 2020, including resources, ideas, and schedule.	Resources, ideas, schedule	Campus leadership teams
Fall 2019	Review and revise Spirit, Pride, and Honor posters.		Spirit, Pride, and Honor Committee
Fall 2019	Re-post Spirit, Pride, and Honor posters in classrooms and on campuses.	Spirit, Pride, and Honor posters	Campus administrators, campus Spirit, Pride, and Honor representatives
Fall 2019	Review and revise Spirit, Pride, and Honor posters on district and school websites.		Campus Spirit, Pride, and Honor representatives

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Review and revise staff survey.	Survey	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2020	Conduct staff survey to measure growth of climate and culture.	Survey	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2020	Compare survey data from past three years, study trends, and share with staff.	Survey results	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2020	Share survey results and trend data with administration and staff.	Survey results	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Spring 2020	Review and explore an activity schedule that provides students with a variety of enrichment activities.		Campus leadership teams

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Establish new district-level Spirit, Pride, and Honor committee, and identify campus staff representatives.		Campus representatives
Fall 2020	Conduct refresher training for returning staff and training for new staff on Spirit, Pride, and Honor.  (Collaborate with Educator Quality).	Training material	District Spirit, Pride, and Honor Committee, campus Spirit, Pride, and Honor representatives
Fall 2020	Review and revise committees at every campus to support staff morale (Sunshine).		Campus leadership team, Sunshine committees
Fall 2020	Implement strategies to involve all students in clubs or activities, including resources, ideas, and schedule.	Resources, ideas, schedule	Campus leadership teams
Fall 2020	Review and revise Spirit, Pride, and Honor posters.	Spirit, Pride, and Honor posters	Spirit, Pride, and Honor Committee
Fall 2020	Re-post Spirit, Pride, and Honor posters in classrooms and on campuses.	Spirit, Pride, and Honor posters	Campus administrators, campus Spirit, Pride, and Honor representatives
Fall 2020	Review and revise Spirit, Pride, and Honor posters on district and school websites.		Campus Spirit, Pride, and Honor representatives

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2020	Evaluate secondary students' participation to ensure 100% of students at every campus are involved in some type of extracurricular club or organization.	Student participation data	Campus Spirit, Pride, and Honor representatives, counselors

# Educator Quality

## GOAL:

Burnet Consolidated I.S.D. will recruit, retain, and support quality educators.

## OBJECTIVE:

By 2021, 100% of educators in Burnet Consolidated I.S.D. will deliver meaningful and engaging instruction that meets the needs of all students.

## STRATEGY 1:

Develop district-wide systems that recruit and retain quality staff.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2017	Identify available job fairs.	College websites, flyers	Human Resources department
Spring 2018	Complete Texas Association of School Boards (TASB) Salary Study.	TASB, Burnet Consolidated I.S.D. current salary scales, designated staff input	Human Resources department
Spring 2018	Analyze data from TASB Salary Study and compare to current salary rates.	TASB study, Burnet Consolidated I.S.D. salary scale	District administration
Spring 2018	Analyze and research benefit options.	TASB study, benefit updates	Human Resources department
Spring 2018	Develop a campus and department needs assessment.	Staffing documents, enrollment numbers, current staff list	Human Resources department
Spring 2018	Hold staffing meetings with campus administration and departments to identify and prioritize needs.	Campus and department needs assessment	Cabinet, campus administration, department heads

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Analyze budget for possible bonus pay and incentives.	Budget records	Cabinet
Spring 2018	Research opportunities for incentive pay.	Website	Cabinet
Spring 2018	Propose possible bonus pay and incentive pay options.	Budget, staffing reports	Cabinet
Spring 2018	Develop a district-wide interview process that includes, overall hiring practices, interview committee member expectations, common interview questions, and a process for checking references.	Current interview questions being used, interview questions from other districts, current reference documents, current hiring expectations	Cabinet, campus administrators
Spring 2018	Train administrative staff on district-wide interview processes.	Process documents	Human Resources department
Spring 2018	Develop procedure for interviewing at job fairs, including letter of intent.	Letter of intent, current procedures	Human Resources department
Spring 2018	Assign and train staff for job fairs (etiquette, what to take, how to promote district, talking points).	Training documents, job fair dates	Human Resources department, campus administrators, district administrators
Spring 2018	Propose a budget for potential signing bonus for hard-to-fill positions and Burnet High School graduates.	Budget projections	Cabinet

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Discuss moving early resignation incentive to earlier date.	Budget and staff projections	Cabinet
Spring 2018	Explore moving new position request to earlier in the year.	Staff projections	Cabinet
Spring 2018	Develop a list of realtors, daycare providers, and other community resources that can be handed to new employees.	Realtor list	Human Resources department
Spring 2018	Explore second-semester contingency positions, during budget process.	Budget documents	Cabinet
Spring 2018	Explore possible sites on which to post jobs, in addition to the district employment webpage.	Websites, member list serves	Human Resources department
Spring 2018	Establish a specific tab or link on the district website for "Prospective Employees".	Items to include on the district website	Cabinet
Spring 2018	Develop committee to establish "Teachers Promoting Burnet Consolidated I.S.D."	List of potential members	Cabinet, campus administrators
Summer 2018	Track "How Did You Find Us" component in AppliTrack to drive most effective recruiting locations, websites, word of mouth, social media, etc.	AppliTrack	Human Resources department
Fall 2018	Automate Exit Interview form to allow for data disaggregation to look for patterns.	Eduphoria	Curriculum and Instruction department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Identify available job fairs.	College websites, flyers	Human Resources department
Fall 2018	Create video (using teachers) to post on website that promotes Burnet Consolidated I.S.D. and the Burnet community.	Ideas for video, technology, teachers	Human Resources department, Technology department, campus administrators
Fall 2018	Explore possibilities of Human Resource department personnel sitting on college boards for recruiting purposes.	College contacts	Human Resources department
Spring 2019	Hold staffing meetings with campus administrators and departments to identify campus staffing needs.	Staffing projections	Cabinet, campus administrators
Spring 2019	Review budgets for possible bonus pay and incentives.	Budget records	Cabinet
Spring 2019	Research opportunities for incentive pay.	Website	Cabinet
Spring 2019	Implement an electronic Exit Interview form.	Eduphoria	Human Resources department, Curriculum and Instruction department, campus administrators
Spring 2019	Follow-up with staff, as needed, to clarify leaving reasons, after electronic exit interview is completed.	Exit interview form	Human Resources department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Interview current new staff who have decided to stay in Burnet Consolidated I.S.D. to see what keeps them here.	Exit interview information	Human Resources department, Curriculum and Instruction department, campus administrators
Spring 2019	Revisit procedure for interviewing at job fairs, including letter of intent.	Letter of intent, current procedures	Human Resources department
Spring 2019	Assign and train staff for job fairs (etiquette, what to take, how to promote district, talking points).	Training documents, job fair dates	Human Resources department, campus administrators, district administrators
Spring 2019	Update list of realtors, daycare providers, and other community resources that can be handed to new employees.	List of realtors	Human Resources department
Spring 2019	Propose a budget for potential signing bonus for hard-to-fill positions and Burnet High School graduates.	Budget projections	Cabinet
Summer 2019	Disaggregate data from exit interviews.	Exit interview responses, Eduphoria	Human Resources department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Summer 2019	Track "How Did You Find Us" component in AppliTrack to drive most effective recruiting locations, websites, word of mouth, social media, etc.	AppliTrack	Human Resources department
Fall 2019	Brainstorm additional staff incentives at District Advisory, such as reduced lunch, child care.		Cabinet, campus administrators, District Advisory
Fall 2019	Review and revise the district-wide interview process, including district communication points and training for interview team.	Current questions being used	Cabinet, campus administrators
Fall 2019	Share exit interview data with administrative staff.	Exit interview data	Human Resources department
Fall 2019	Create a one-page brochure that could be presented at job fairs that promotes "Why Burnet".	Burnet Information, Chamber of Commerce	Cabinet, campus administrators
Fall 2019	Identify available job fairs.	College websites, flyers	Human Resources department
Fall 2019	Explore media marketing for the district, including billboard, signs, etc.	Marketing ideas	Cabinet

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Create a one-page handout/brochure to give to staff on "Ways Teachers can Promote Burnet Consolidated I.S.D."	Brainstorm common talking points	Cabinet, campus administrators, teacher leaders
Fall 2019	Train staff (faculty meeting) on the "Ways Teachers can Promote Burnet Consolidated I.S.D."	One page handout/brochure	Campus administrators
Spring 2020	Hold salary meetings with campus administrators and departments to identify campus needs.	Budget projections, salary projections	Cabinet, campus administrators
Spring 2020	Review budgets for possible bonus pay and incentives.	Budget records	Cabinet
Spring 2020	Research opportunities for incentive pay.	Website	Cabinet
Spring 2020	Budget for TASB Salary Study to be completed in fall of 2021.	Budget documents	Cabinet
Spring 2020	Implement common district-wide interview process.	Interview process paperwork	Cabinet, campus administrators, department heads
Spring 2020	Review and follow-up with staff leaving Burnet Consolidated I.S.D., as needed, to clarify reasons exiting, (after electronic interview is completed).	Exit interview form	Human Resources Department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Interview current new staff who have decided to stay in Burnet Consolidated I.S.D. to see what keeps them here.	Exit interview information	Human Resources department, Curriculum and Instruction department, campus administrators
Spring 2020	Propose a budget for potential signing bonus for hard-to-fill positions and Burnet High School graduates.	Budget projections, campus needs	Cabinet
Spring 2020	Update list of realtors, daycare providers, and other community resources that can be handed to new employees.	List of realtors	Human Resources department
Spring 2020	Revisit procedure for interviewing at job fairs, including letter of intent.	Letter of Intent, current procedures	Human Resources department
Spring 2020	Assign and train staff for job fairs (etiquette, what to take, how to promote district, talking points).	Training documents, job fair dates	Human Resources department, campus administrators, district administrators
Summer 2020	Review "How Did You Find Us" component in AppliTrack to drive most effective recruiting locations, websites, word-of-mouth, social media, etc.	Applications, AppliTrack	Human Resources department
Summer 2020	Disaggregate data from exit interviews.	Exit interviews	Human Resources department

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2020	Review and revise district-wide interview process.	Interview process documents	Cabinet, campus administrators
Fall 2020	Share exit interview data with administrative staff.	Exit interview data	Human Resources department, campus administrators

**STRATEGY 2:**

Develop district-wide systems that provide professional and personal growth to support all staff.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Analyze the Burnet Consolidated I. S. D. strategic plan to identify professional development needs from all strands.	Strategic Plan	Curriculum and Instruction department
Spring 2018	Identify staff to write a three-year professional development plan.	Campus staff	Curriculum and Instruction department, campus administrators
Spring 2018	Investigate unique scheduling options to allow more planning time for teachers.	Master schedules, enrollment numbers	Curriculum and Instruction department, campus administrators
Summer 2018	Develop a district survival guide for operational items including, but not limited to grade book, report cards, emergency procedures, grading policy, staff absences, and other campus specific items.	Burnet Middle School and Burnet High School guides and frameworks	Curriculum and Instruction department, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Summer 2018	Develop a written plan for how to utilize Focus staff.	Current procedures	Curriculum and Instruction department, campus administrators, Special Programs Director, Focus staff
Summer 2018	Identify possible funding sources for instructional coaches and additional interventionists (during budget process). (Collaborate with Academic Achievement).	Budget documents, staffing needs	Curriculum and Instruction department, campus administrators
Fall 2018	Conduct a data dig to determine professional development needs based on programs and populations.	Staff goals, program needs	Curriculum and Instruction department, campus administrators, teachers
Fall 2018	Review and revise the three-year professional development plan to target needs from data dig and strategic plan, including delivery of professional development in a timely, beneficial, and relevant manner. (Collaborate with Culture and Climate).	Data dig information, Strategic Plan, staff goals	Curriculum and Instruction department, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Implement new scheduling ideas.	Schedules	Campus administrators
Spring 2019	Review and revise the three-year professional development plan to target needs from data dig and strategic plan, including delivery of professional development in a timely, beneficial, and relevant manner.  (Collaborate with Culture & Climate).	Data dig information, Strategic Plan, staff goals	Curriculum and Instruction department, campus administrators
Spring 2019	Develop a mentor training program that includes expectations, procedures, and timelines for the year.  (Collaborate with Family and Community Engagement).	Sample program information	Curriculum and Instruction department, campus administrators
Spring 2019	Propose stipends for mentoring and amount.	Budget documents, market analysis data	Cabinet, campus administrators
Spring 2019	Review, monitor, and adjust unique scheduling options that allow more planning time for teachers.	Master schedules, enrollment numbers	Curriculum and Instruction department, campus administrators
Summer 2019	Review and adjust campus survival guides.	Campus survival guides	Campus administration

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2019	Implement three-year plan for professional development. (Collaborate with Culture and Climate).	Three-year professional development plan	Curriculum and Instruction department, campus administrators
Fall 2019	Develop a needs survey to collect data for classroom support needs outside of professional development, including behavior support, technology, grade book, etc. (Collaborate with Culture and Climate).	Staff goals, survey	Curriculum and Instruction department, campus administrators, Technology department
Fall 2019	Develop a job-mapping tool (calendar duties).	Job descriptions	Cabinet, campus administrators
Spring 2020	Administer classroom support needs survey, and analyze data to adjust targeted classroom supports. (Collaborate with Culture and Climate).	Survey, survey results	Campus administrators
Spring 2020	Review, monitor, and adjust unique scheduling options that allow more planning time for teachers.	Master schedules, enrollment numbers	Curriculum and Instruction department, campus administrators

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Monitor and revise three-year professional development plan, as needed.  (Collaborate with Culture and Climate).	Three-year professional development plan	Curriculum and Instruction department, campus administrators

# Family and Community Engagement

**GOAL:**

Burnet Consolidated I.S.D. will build a collaborative relationship that actively engages our district, families, and communities.

**OBJECTIVE:**

By 2021, Burnet Consolidated I.S.D. will increase district, family, and community engagement to 100%.

**STRATEGY 1:**

Develop a system of communication among the district, families, and communities that engages participation in educational processes.

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE \ DEPARTMENT
Spring 2018	Form a District Communication Committee to guide and unify the system of communication within the district. (Consider students, parents, business owners, and community for committee membership).	Committee members	Superintendent designees
Spring 2018	Create and administer teacher/staff survey to determine the modes of communication used with parents.	Survey in Eduphoria	District Communication Committee
Spring 2018	Gather bids for electronic marquee signs for all campuses, as well as a central location within the community.	Marquee quotes and prices	District Communication Committee

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Propose budget to include survey materials, digital marquee at all campuses, and a Communication Specialist to facilitate district-wide media programs.		Director of Business & Finance
Spring 2018	Explore possible fundraising options to raise money for electronic marquees (i.e. parents can purchase advertising, such as Happy Birthday messages).	Survey, people to solicit for sponsorships and donations <ul style="list-style-type: none"> <li>o Bertram PTO to assist with sponsorships and donations (Local businesses such as Chicken Express, MOJO Coffee, banks, etc.)</li> <li>o Parent volunteers on other Burnet Consolidated I.S.D. campuses to assist with sponsorships and donations</li> </ul>	District Communication Committee, Parent Volunteer Coordinator, Chamber of Commerce

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	<p>Create and administer a survey to secondary students, parents, guardians, business owners, and community members to determine a preferred mode of communication.</p> <p>(Secondary level: distribute with student choice sheets that parents approve; elementary level: distribute with a six-week report card.)</p>	<p>Survey in both English &amp; Spanish (option for online or paper), printing, postage, envelopes (include a self-addressed, stamped envelope for return)</p>	<p>District Communication Committee</p>
Spring 2018	<p>Begin the interviewing and hiring process for a full-time Communication Specialist to facilitate district-wide media programs.</p>	<p>Budget approved funds</p>	<p>Burnet Consolidated I.S.D. School Board, Interview Committee</p>
Spring 2018	<p>Determine location and obtain all permits for electronic marquees.</p>	<p>Preferred location submitted by all sites</p>	<p>Facilities Director, City Council, District Communication Committee</p>
Summer 2018	<p>Finalize the process to hire a full-time Communication Specialist.</p>	<p>Budget approved funds</p>	<p>Interview Committee</p>

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Summer 2018	Evaluate survey data to determine a baseline to create a streamlined, unified method of communication.	Completed surveys from teachers, parents, community, & businesses, template to record data (Google forms or Survey Monkey)	District Communication Committee, Communication Specialist
Fall 2018	Determine location and obtain all permits for electronic marquees.	Preferred location submitted by all sites	Facilities Director, City Council, District Communication Committee
Fall 2018	Roll out district-wide communication policy.	Communication resources (technology, apps, envelopes, stamps, etc.)	District staff, Campus Staff, Communication Specialist
Spring 2019	Determine location and obtain all permits for electronic marquees.	Preferred location submitted by all sites	Facilities Director, City Council, District Communication Committee
Spring 2019	Begin using digital marquees at all facilities to communicate with parents, businesses and community members.	Digital marquees, calendar of events	Facilities Director, campus administrators, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Administer survey to secondary students, staff, parents, businesses, and community members to evaluate current communication policy and consider new advancements.	Survey in both English & Spanish (option for online or paper), envelopes (include a self-addressed, stamped envelope for return)	District Communication Committee, Communication Specialist
Spring 2019	Evaluate communication survey results and make changes, if needed.	Survey results	District Communication Committee, Communication Specialist
Fall 2019	Review and revise district-wide communication policy.	Communication resources (technology, apps, envelopes, stamps, etc.)	District staff, campus staff, Communication Specialist
Spring 2020	Administer survey to secondary students, staff, parents, businesses, and community members to evaluate current communication policy and consider new advancements.	Survey in both English & Spanish (option for online or paper), envelopes (include a self-addressed, stamped envelope for return)	District Communication Committee, Communication Specialist
Spring 2020	Evaluate communication survey results, and make changes, if needed.	Survey results	District Communication Committee, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Review and revise district-wide communication policy.	Communication resources (technology, apps, envelopes, stamps, etc.)	District staff, campus staff, Communication Specialist
Fall 2020	Review and revise district-wide communication policy.	Communication resources (technology, apps, envelopes, stamps, etc.)	District staff, campus staff, Communication Specialist

**STRATEGY 2:**

**Design a system to create partnerships among the district, families, and communities.**

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Create a Community Partnership Committee on each campus.	Agenda for discussion topics (See Appendix A)	Campus administrators
Spring 2018	Create and administer business and community survey, including options for involvement of time, service, event sponsor, financial support, marquee sponsor.	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of businesses, computer to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Spring 2018	Create and administer parent survey, including questions such as: In which events did you participate this year? What are the reasons you were able/not able to attend? What events would you like to see offered next year?	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of parents	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2018	Evaluate data from business/community, and parent surveys.	Survey results, computer, program to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Spring 2018	Propose budget to change Family and Community Engagement Coordinator position to full time.	District budget	Director of Business and Finance
Summer 2018	Evaluate data from business, community, and parent surveys.	Survey results, computer, program to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Fall 2018	Open Back-to-School Convocation to the public.	Advertisement via newspaper, radio, livestreaming, webpages, Facebook	Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Fall 2018	Extend current Family and Community Engagement Coordinator to a full-time position to facilitate family and oversee community engagement.		Family and Community Engagement Coordinator
Fall 2018	Extend duties of Family and Community Engagement Coordinator to include participation in campus events, extending current projects and implement new events and projects, analyzing data from spring survey, linking campuses to share ideas, etc.	List of businesses in the community, list of campus events, survey results	Family and Community Engagement Coordinator
Fall 2018	Hold a Community Partnership Committee meeting to evaluate current events and plan for future events.	Calendars, schedules, sign-in sheets	Community Partnership Committee, Communication Specialist
Fall 2018	Host monthly parent educational events to provide information on reading, math, attendance, bullying, social media, discipline, etc.	Food, refreshments, presenters, reports, sign-in sheets, translators, child care	Community Partnership Committee, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Host monthly parent educational events to provide information on reading, math, attendance, bullying, social media, discipline, etc.	Food, refreshments, presenters, reports, sign-in sheets, translators, child care	Community Partnership Committee, Communication Specialist
Spring 2019	Review, revise and administer business and community survey, including options for involvement of time, service, event sponsor, financial support, marquee sponsor.	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of businesses, computer to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Spring 2019	Review, revise and administer parent and family survey, including questions such as: In which events did you participate this year? What are the reasons you were able/not able to attend? What events would you like to see offered next year?	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of parents	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2019	Evaluate data from business/community and parent/family surveys, compare to event data, and adjust events accordingly.	Surveys, computer, program to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Summer 2019	Evaluate data from business/community and parent/family surveys, compare to event data, and adjust events accordingly.	Surveys, computer, program to input data	Campus administrators, Community Partnership Committee, Family and Community Engagement Coordinator, Communication Specialist
Fall 2019	Hold a Community Partnership Committee meeting to evaluate current events and plan for future events.	Calendars, schedules, sign-in sheets	Community Partnership Committee, Communication Specialist
Fall 2019	Host monthly parent educational events to provide information on reading, math, attendance, bullying, social media, discipline, etc.	Food, refreshments, presenters, reports, sign-in sheets, translators, child care	Community Partnership Committee, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Host monthly parent educational events to provide information on reading, math, attendance, bullying, social media, discipline, etc.	Food, refreshments, presenters, reports, sign-in sheets, translators, child care	Community Partnership Committee, Communication Specialist
Spring 2020	Review, revise and administer business and community survey, including options for involvement of time, service, event sponsor, financial support, marquee sponsor.	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of businesses, computer to input data	Campus administrators, Community Partnership Committee, Parent Volunteer Coordinator, Communication Specialist
Spring 2020	Review, revise and administer parent/family survey, including questions such as: In which events did you participate this year? What are the reasons you were able/not able to attend? What events would you like to see offered next year?	Survey (option for online or paper), envelopes (include a self-addressed, stamped envelope for return), list of parents	Campus administrators, Community Partnership Committee, Parent Volunteer Coordinator, Communication Specialist

SEMESTER - YEAR	ACTION STEPS	RESOURCES	RESPONSIBLE TITLE\ DEPARTMENT
Spring 2020	Evaluate data from business/community and parent surveys, compare to event data, and adjust events accordingly.	Surveys, computer, program to input data	Campus administrators, Community Partnership Committee, Parent Volunteer Coordinator, Communication Specialist
Summer 2020	Evaluate data from business/community and parent/family surveys, compare to event data, and adjust events accordingly.	Surveys, computer, program to input data	Campus administrators, Community Partnership Committee, Parent Volunteer Coordinator, Communication Specialist
Fall 2020	Hold a Community Partnership Committee meeting to evaluate current events and plan for future events.	Calendars, schedules, sign-in sheets	Community Partnership Committee, Communication Specialist
Fall 2020	Host monthly parent educational events to provide information on reading, math, attendance, bullying, social media, discipline, etc.	Food, refreshments, presenters, reports, sign-in sheets, translators, child care	Community Partnership Committee, Communication Specialist



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