

Houston Independent School District
043 Burbank Middle School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

Burbank Middle School was established originally in 1927 as a high school with an educational emphasis on agriculture. The school was named for the famous horticulturalist, Luther Burbank (1849–1926), who developed more than 800 strains and varieties of plants during his lifetime. In the 2021-22 school year, Luther Burbank Middle School was rated an "A" campus by the Texas Educational Agency and earned seven distinctions. BMS is located approximately one mile outside of 610 North and one mile east of I-45 North and serves students north of 610 and attracts students from neighboring communities through its dual language and vanguard programs. Burbank Middle School has Vanguard, Excel and Dual Language programs.

The professional staff consists of 80 teachers, 3 educational aides, 4 counselors, a vanguard/magnet coordinator, 2 teacher specialists, 4 assistant principals/deans, and a school principal. Approximately 70% of the teachers are female and 30% are male. Approximately 50% of the staff has more than 10 years of experience.

The current enrollment is approximately 1411 students. The demographics of the student population are: 92.9% Hispanic, 5.5% African American, 1.1% White, <1% Asian, <1% American Indian, and <1% Two-or-More Races. BMS is classified as Title I with approximately 50% English Language Learners, 24.9% Gifted & Talented, 8% Special Education, and 92% Economically Disadvantaged students.

Burbank is the premier middle school for all college-bound students because we offer rigorous core courses, targeted intervention classes, and a variety of electives and sports. Burbank is the premier middle school for Dual Language because of the rigorous academic instruction in both English and Spanish, AP Spanish and a unique culturally sensitive environment.

Demographics Strengths

BMS is able to serve the majority of our demographic population through our dual language program. In regards to staff, the demographics of our staff include many Latino, dual-lingo and Spanish speaking people, to assist our community.

Problems of Practice Identifying Demographics Needs

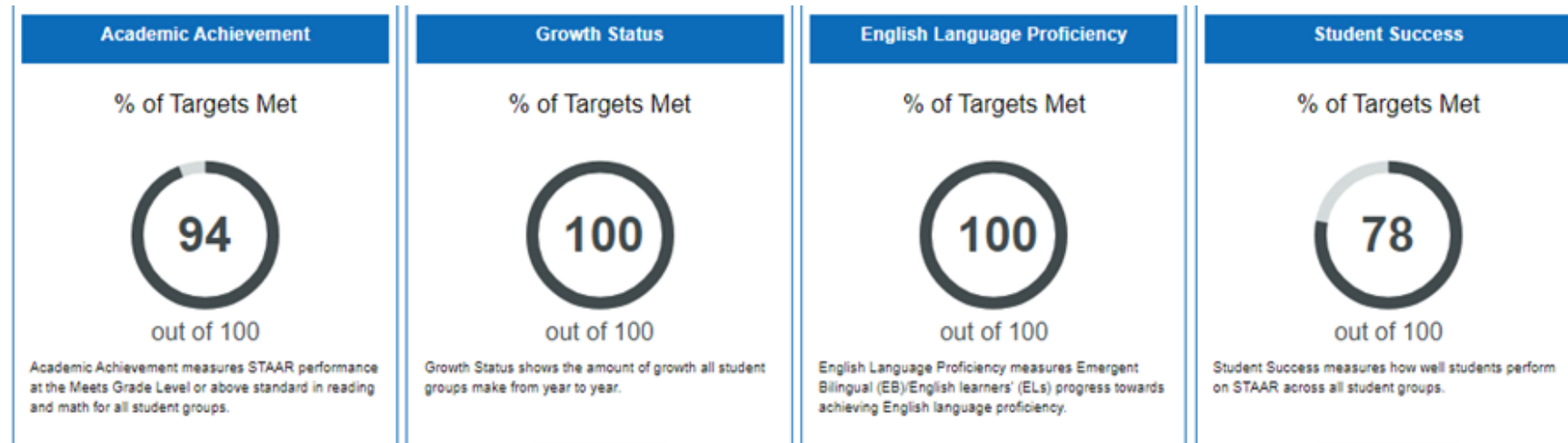
Problem of Practice 1: Economically Disadvantaged students achieved less than 65% Meets Grade Level Performance on STAAR Reading and Math. **Root Cause:** The ability to help students overcome non-academic needs that interfere with student learning.

Problem of Practice 2: An increase in Limited English Proficiency (LEP) students who have not successfully exited the program has increased our long-term LEP population. **Root Cause:** Alignment of instruction to the ELPS and providing more opportunities for students to engage in and practice listening and speaking skills.

Student Learning

Student Learning Summary

Data for Domains 1-3 for the 2021-22 school year is below. Burbank MS earned a 87 in the STAAR performance indicator under Domain I: Student Achievement, a 92 in the relative performance indicator under Domain II: Student Progress, and a 96 for closing the achievement gaps. Of the indicators measured in Domain III: Closing the Gaps, BMS achieved 94% of the academic achievement status indicators, 100% of the growth status indicators, 100% of the English language proficiency indicators, and 78% of the student success indicators.



Of the Mathematics Targets, the following were missed under academic achievement: "White" by 17% and "non-continously enrolled" by 10%.

Of the Student Success Targets, the following were missed: "white" by 1 point and "non-continuously enrolled" by 2 points.

2021- 2022 STAAR Results (compared to 2021)

Reading: **85%**(+13%)/**63%**(+22%)/**41%**(+20%)

Math: **81%**(+14%)/**52%**(+15%)/**30%**(+13%)

Science: **85%** (+18%)/**64%**(+21%)/**43%**(+20%)

Social Studies:**71%**(+18%)/**32%**(+13%)/**20%**(+12%)

For the 2021-22 school year, our STAAR data for approaches meets and master is below:

Reading Department				
School Year	Grade 6	Grade 7	Grade 8	Dept. Total
2018-19	74%/ 41%/18%	76%/ 50%/33%	84%/ 55%/26%	78%/ 49%/26%
2019-20	N/A	N/A	N/A	N/A
2020-21	66%/29%/13%	72%/46%/25%	78%/48%/23%	72%/41%/21%
2021-22	78%/49%/27%	88%/69%/48%	89%/70%/47%	85%/63%/41%

Analyzing the STAAR Reading data, student achievement for "Approaches", "Meets" and "Masters" increased comparing 2021 to 2022. Comparing 2019 and 2021, the learning gaps due to the pandemic has been closed and surpassed pre-pandemic levels.

Math Department					
School Year	Grade 6	Grade 7	Grade 8	Algebra 1	Dept. Total
2018-19	88%/ 60%/31%	84%/ 58%/29%	91%/ 60%/17%	100%/ 99%/96%	89%/64%/35%
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	77%/41%/17%	62%/31%/14%	45%/14%/1%	96%/81%/55%	67%/37%/17%
2021-22	85%/52%/27%	76%/48%/26%	74%/39%/13%	100%/99%/87%	81%/52%/30%

Analyzing the STAAR Mathematics data, student achievement increased for "Approaches", "Meets", and "Masters". Comparing 2019 and 2022, their still is a learning gap on all performance categories.

Science Department		Social Studies Department	
School Year	Grade 8	School Year	Grade 8
2018-19	89%/61%/37%	2018-19	70%/45%/28%
2019-20	N/A	2019-20	N/A
2020-21	71%/43%/22%	2020-21	53%/19%/8%
2021-22	85%/64%/43%	2021-22	71%/32%/20%

Analyzing the STAAR Science data, student achievement for "Meets" and "Masters" increased comparing 2019 to 2022 results. The learning gaps are still present for students in the "Approaches" category. "Meets" and "Masters" has surpassed pre-pandemic performance.

Analyzing the STAAR Social Studies data, student achievement for "Meets" and "Masters" decreased and "Approaches" increased comparing 2019 to 2022 results. The learning gaps

are still present for students in the "Meets" and "Masters" categories. "Approaches" has surpassed pre-pandemic performance.

Based on the data, strides were made to positively impact student achievement. Overall, the ethnic and special programs subpopulations performed about the same. We believe the root cause for the increase in performance was due to the challenges that the pandemic presented: increase of face-to-face instructional time with students and time on task with the curriculum. Approximately 40% of our campus was on campus during the 2020-21 school year with an increase of students with inconsistent attendance. Switching the standard mode of learning to face-to-face greatly supported closing the gaps the pandemic created.

Below is a comparison summary of all STAAR subjects and grade levels comparing our campus to Houston ISD and Texas. As you can see, STAAR results on all performance levels increased for BMS, Houston ISD, and Texas (with the exception of 8th grade STAAR Science "Masters"). Burbank Middle School's increases on STAAR Reading was accelerated due to double blocking students' ELA instruction with the same teacher. The campus' increases for STAAR Math, Science and Social Studies overall were greater than Texas.

Due to the pandemic, a significant percentage of students were not tested at the district and state level during the 2020-21 school year. Burbank MS tested approximately 95% of all students on each test in 2020-21. Because of incomplete testing data, comparison of growth data is not complete.

Reading STAAR % Approaches/Meets/Masters, Spring 2022			
Grade	Burbank MS	HISD	State
6	78% (12%)/49% (20%)/27% (14%)	62% (10%)/38% (12%)/22% (10%)	69% (8%)/42% (11%)/22% (8%)
7	88% (16%)/69% (23%)/48% (23%)	75% (15%)/52% (15%)/35% (14%)	78% (10%)/54% (10%)/37% (12%)
8	89% (11%)/70% (22%)/47% (24%)	77% (15%)/55% (19%)/37% (20%)	82% (10%)/56% (11%)/37% (16%)
Total	85% (13%)/63% (22%)/41% (20%)		
Mathematics STAAR % Approaches/Meets/Masters, Spring 2022			
Grade	Burbank MS	HISD	State
6	85% (8%)/52% (11%)/27% (10%)	63% (11%)/31% (7%)/13% (3%)	72% (6%)/37% (3%)/15% (1%)
7	76% (14%)/48% (17%)/26% (12%)	54% (13%)/27% (11%)/12% (6%)	59% (5%)/29% (4%)/11% (1%)
8	74% (29%)/39% (25%)/13% (12%)	61% (27%)/31% (16%)/11% (7%)	70% (10%)/38% (3%)/13% (3%)
Algebra 1	100% (4%)/99% (17%)/87% (32%)	61% (1%)/33% (5%)/21% (6%)	74% (2%)/46% (5%)/30% (7%)
Total	81% (14%)/52% (15%)/30% (13%)		
Science STAAR % Approaches/Meets/Masters, Spring 2022			
Grade	Burbank MS	HISD	State
8	85% (18%)/64% (21%)/43% (20%)	64% (15%)/37% (10%)/20% (7%)	73% (6%)/43% (1%)/22% (-1%)
Social Studies STAAR % Approaches/Meets/Masters, Spring 2022			
Grade	Burbank MS	HISD	State
8	71% (18%)/32% (13%)/20% (12%)	48% (11%)/21% (-6%)/13% (6%)	59% (3%)/29% (2%)/17% (4%)

Based on the data, in-person instruction was more effective than virtual instruction. Opportunities for students to receive on-campus interventions was back to full capacity and significant closure of learning gaps was made.

Student Learning Strengths

Burbank Middle School's strengths in student learning include better than Texas results for all performance levels for all tests, with the exception of 8th grade mathematics "Masters" performance. BMS had a greater gains in "Approaches", "Meets" and "Masters" performance for all performance levels and tests when compared to the state.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Gaps in student achievement performance on STAAR assessments are still present in tested areas. **Root Cause:** Learning loss due to COVID-19 pandemic, staff absences, and prevalent social-emotional issues.

Problem of Practice 2: Staffing issues and and increase in teacher absenteeism led to lack of consistent instruction for students. **Root Cause:** Decreasing teacher pool, COVID-19, teacher burn out and low moral.

School Processes & Programs

School Processes & Programs Summary

Burbank is the premier middle school for all college-bound students because we offer rigorous core courses, targeted intervention classes, and a variety of electives and sports. Burbank is the premier middle school for Dual Language because of the rigorous academic instruction in both English and Spanish, AP Spanish and a unique culturally sensitive environment. Burbank Middle School also offers a variety of in-school extracurricular programs and after school clubs such as cheer-leading, UIL academic tournaments, karate demo team, Las Aguilas Ballet Folklórico, concert band, twirlers club ,art club , musical theater club and UIL sports: football, basketball, volleyball, track and field, baseball, softball, soccer, and swimming.

School Processes & Programs Strengths

Despite the disruptions that came along with the COVID-19 pandemic, Burbank Middle School continues to do its best to ensure all students receive equitable opportunities for learning. We are continuing to implement school-wide programs that have been successful in past and improving them along the way.

- **Vanguard Magnet Program:** The program supports our GT students to expand on their intellectual, creative, and leadership qualities. The programs provide a curriculum that is structured, sequenced, and challenging by incorporating higher-level thinking skills and developing independent research skills in students. The program also maximizes the general ed program increasing depth and complexity.
- **Dual Language Program:** The main objective of Burbank's Dual Language Program is to develop students who are fully bilingual and bi-literate. Students who have had instruction at the elementary level in either Developmental/ Maintenance (D/M) or Two-Way Dual-Language Programs are given the opportunity to maintain and further develop their formal academic Spanish while continuing their English instruction. In the program, teachers promote high academic standards for students with curriculum that centers on the state standards for both academics and languages, preparing them to achieve oral and written competence in both languages for academic, career, and personal purposes. During each year students will demonstrate that they are aware of the importance of understanding the difference between cultures by completing interdisciplinary group projects that illustrate the impact of multiculturalism in their own community, the workplace, and/or in the world.
- **EXCEL Program:** The program provides our neighborhood-zoned students access and support to maximize learning opportunities. Our EXCEL students have the opportunity to have math and language arts every day as well as intervention courses to give them the extra support they may need to be successful. In addition, students have at least two electives which they may choose from technology and performance and visual arts.
- **School Athletics:** UIL Sports- Football, Basketball, Volleyball, Track and Field, Baseball, Softball, Soccer, and Swimming
- **School Clubs:** Cheer-leading, UIL Academic Tournaments, Karate Demo Team, Las Aguilas Ballet Folklórico, Concert Band, Twirlers Club , Art Club , Musical Theater Club

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Burbank MS had below 65% of students achieving "Meets" on STAAR Reading and Mathematics **Root Cause:** Continued disruption of COVID-19 on attendance and instructional consistency, school-wide programs were less effective.

Perceptions

Perceptions Summary

At Burbank Middle School, the dropout rate is less than 1%. Due to the COVID-19 pandemic, our attendance rate only increased to 94.36 from 93.34. This year are goal is 96.5.

Our staff turnover rate relatively low. Our Campus Induction Coach provides first year teachers with a mentor that is a campus teacher in their grade level or content area. New teachers to campus with experience get a "buddy" teacher to provide support. Teachers at Burbank are aware of the Burbank Way and are provided with multiple layers of support from their mentor/buddy, grade level lead, cluster leader, department chair, grade level administrator, and department administrator.

When surveyed at the end of the 2021-22 school year, students stated that most of their teachers believed in them to be successful and respected the student body. According to the survey, there was room for improvement to make the students feel more connected to the school community, student culture among themselves, and teachers understanding where student are coming from.

Perceptions Strengths

In the student survey, students stated that most of their teachers believed in them to be successful and respected the student body.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Attendance rate increased slightly from 93.3% in 2021 to 94.36% in 2022. **Root Cause:** Staffing issues impacted the ability and systems to track and intervene with students who have attendance issues.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.





Goal 1: By May 2023, increase STAAR Reading "approaches grade level" from 85% to 86%, "met grade level" performance from 63% to 65%, and "masters grade level" performance from 41% to 45%, in order to achieve an "A" rating, academic distinction, and meet accountability measures for special education and EL students.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of students will be double-blocked scheduled for ELA

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Plan master schedule so students have the same teacher for reading and English. Strategy's Expected Result/Impact: Increase instructional time with the same teacher to increase student achievement. Staff Responsible for Monitoring: Principal Knittle, Ms. Rosa, Dean Valentino, Counselors Action Steps: Revise master schedule - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of ELA teachers with ESL and/or Bilingual certification. Strategy's Expected Result/Impact: Build flexibility to schedule English language learners strategically. Staff Responsible for Monitoring: Principal Knittle, Dean Valentino Action Steps: 1. Support teachers to pass ESL and/or Bilingual certification exams. 2. Check in with teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of students that did not reach a minimum of "approaches" level on STAAR Reading in the 2021-22 school year will receive a

minimum of 30 hours of intervention.

Evaluation Data Sources: Tutorial Plan, Tutorial Schedule

Strategy 1 Details	Reviews			
Strategy 1: Create intervention plan for morning and after school tutorials. Strategy's Expected Result/Impact: Increased time on task for students needing intervention, increase student achievement Staff Responsible for Monitoring: Principal Knittle, Specialist Boswell-Jones Action Steps: 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create intervention plan for Saturday tutorials. Strategy's Expected Result/Impact: Increased time on task for students needing intervention, increase student achievement Staff Responsible for Monitoring: Principal Knittle, Specialist Boswell-Jones Action Steps: 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: 100% of ELA teachers will engage in curriculum work to further develop themselves as ELAR teachers by backwards plan common assessments, benchmarks, and instruction based on STAAR data with an emphasis on the new STAAR RLA assessment curriculum and blueprint.

Evaluation Data Sources: Sign in sheets, Agendas, Lesson Plans, Common Assessments Results

Strategy 1 Details	Reviews			
Strategy 1: Create common assessments, benchmarks, and backwards-plan instruction based on new ELAR TEKS in PLCs. Strategy's Expected Result/Impact: Build ELA teachers' instructional capacity Staff Responsible for Monitoring: Dean Valentino, ELA Department Chair Fry Action Steps: 1. Identify needs of teachers 2. Data Analysis of 2022 STAAR Reading & Writing 3. Plan and conduct PD based on low performing TEKS/SEs 4. Create assessments 5. Plan lessons - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement independent reading with self-selected texts. Strategy's Expected Result/Impact: Increase students' reading stamina, increase achievement. Staff Responsible for Monitoring: Dean Valentino, Reading Department Head Fry Action Steps: 1. Conduct sessions on independent reading in PLCs 2. Showcase exemplar examples 3. Monitor implementation - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.





Goal 1: By May 2023, increase STAAR Math "approaches grade level" from 81% to 85%, "met grade level" performance from 52% to 55%, and "masters grade level" performance from 30% to 35%, in order to achieve an "A" rating, academic distinction, and meet accountability measures for special education and EL students.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May of 2023, 100% of students that did not pass or meet the approaches level on STAAR Math in the 2021-22 school year will receive a minimum of 30 hours of intervention.





Evaluation Data Sources: 2022 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Develop a schoolwide intervention plan/schedule for after school and Saturday tutorials, divided into distinct phases based on student assessment data. Strategy's Expected Result/Impact: Increased time on task for intervention Staff Responsible for Monitoring: Principle Knittle, Specialist Boswell, AP Jennings Action Steps: 1. Identify required students for accelerated instruction interventions according to HB 4545. 2. Schedule students into after-school tutorials and Saturday interventions 3. Monitor intervention hours - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Acquire TEKS-based instructional resources to support interventions Strategy's Expected Result/Impact: Increase time with TEKS/SEs Staff Responsible for Monitoring: Dean Valentino, ELA Department Head Fry Action Steps: 1. Identify resources for intervention 2. Acquire resources - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of math teachers will backwards plan common assessments, benchmarks, and instruction based on STAAR data with an emphasis on processes.

- Evaluation Data Sources:** 1. Sign in sheets
2. Agendas
3. Lesson Plans
4. Benchmarks/Common Assessments results

Strategy 1 Details	Reviews			
Strategy 1: Create common assessments, benchmarks, and backwards-plan instruction with an emphasis on math process skills. Strategy's Expected Result/Impact: Build math teachers capacity Staff Responsible for Monitoring: AP Jennings, Math Department Head Dominguez Action Steps: 1. Identify needs of teachers 2. Data Analysis of 2022 STAAR Math & Algebra 1 EOC 3. Plan and conduct PD based on low performing TEKS/SEs 4. Create assessments 5. Plan lessons - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Acquire TEKS-based instructional resources to support interventions Strategy's Expected Result/Impact: Increase time with TEKS/SEs Staff Responsible for Monitoring: AP Jennings, Math Department Head Dominguez Action Steps: 1. Identify resources for intervention 2. Acquire resources - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement Carnegie Math curriculum materials. Strategy's Expected Result/Impact: Increase engagement and math academic achievement Staff Responsible for Monitoring: AP Jennings, Math Department Head Dominguez Action Steps: 1. Continually plan to implement the new program 2. Acquire materials for lessons 3. Carnegie Math Trainings 4. Monitor for mastery of the TEKS TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.





Goal 1: SCHOOL PROGRESS The percentage of students meeting "masters" level performance on STAAR Reading Language Arts will increase from 41% to 45% and on STAAR Math from 30% to 35%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By May of 2023, the amount of students achieving Master's level on STAAR Reading Language Arts will increase from 41% to 45%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Reading teachers will use the student-data profile to target students Strategy's Expected Result/Impact: Increase in masters-level performance on STAAR Reading Staff Responsible for Monitoring: Dean Valentino, Reading Teachers Action Steps: 1. Capture the list of students on the TEA Snapshot date. 2. Identify students who have the potential to achieve masters level performance 3. Monitor progress on benchmarks 4. Schedule students in tutorials if needed. - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will track their performance data throughout the year Strategy's Expected Result/Impact: Increase student's awareness of their achievement and monitor progress Staff Responsible for Monitoring: Dean Valentino, Reading teachers Action Steps: 1. Create a student-data tracker 2. Collaborative make goals with students 3. Track data - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: By May of 2023, the amount of students achieving Master's level on STAAR Math will increase from 30% to 35%

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will use the student-data profile to target students Strategy's Expected Result/Impact: Increase in masters-level performance on STAAR Math Staff Responsible for Monitoring: Dean Valentino, AP Jennings, Math Teachers Action Steps: 1. Capture the list of students on the TEA Snapshot date. 2. Identify students who have the potential to achieve masters level performance 3. Monitor progress on benchmarks 4. Schedule students in tutorials if needed. - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will track their performance data throughout the year. Strategy's Expected Result/Impact: Increase student's awareness of their achievement and monitor progress Staff Responsible for Monitoring: AP Jennings, Math teachers Action Steps: 1. Create student-data tracker 2. Collaborative make goals with students 3. Track data - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR Reading Language Arts assessment will increase 3% from 28% in spring of 2022 to 31% in spring of 2023.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: Increase the collaboration among general education and special education teachers across all content areas.

Evaluation Data Sources: IEPs, PLC Meetings, Benchmark Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Special education teachers and general education teachers will collaborate to meet the needs of special education students in the general education setting.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction at grade-level rigor.</p> <p>Staff Responsible for Monitoring: Specialist Sandoval, Special Education Department Chair Mendez</p> <p>Action Steps: 1. Create a plan that includes PLC with both general education and special education teachers to ensure SPED requirements are met.</p> <p>2. Ensure implementation of IEP accommodations in general education classrooms by monthly PLC check-ins. Ensure IEP accommodations are monitored by general and special education teachers and turned in every six weeks.</p> <p>4. Classroom observation documents that the teachers are using and implementing student IEP accommodations.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>				





Strategy 2 Details	Reviews			
Strategy 2: Teachers will ensure compliance with state and federal regulations regarding student IEP review, re-evaluation procedures, and periodic program updates. Strategy's Expected Result/Impact: Ensure all students have up-to-date ARDs and monitor state folders on a year around basis. Staff Responsible for Monitoring: Specialist Sandoval, Special Education Department Head Mendez Action Steps: 1. Conduct progress monitoring at grading periods and annual review dates, as needed. 2. Provide updates during monthly faculty and staff meetings. 3. Review documentation for student IEP accommodations twice every six weeks. - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2: By June 2023, 100% of students that did not pass or meet the "approaches" performance level on STAAR Reading in the 2021-22 school year will receive a minimum of 30 hours of intervention.

Evaluation Data Sources: 2023 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Develop a school-wide intervention plan/schedule for after-school and Saturday tutorials, divided into distinct phases based on student assessment data for special education students. Strategy's Expected Result/Impact: Increase time on task for intervention Staff Responsible for Monitoring: Principle Knittle, Specialist Boswell-Jones, Specialist Sandoval, Special Education Department Head Mendez, Dean Valentino Action Steps: 1. Identify required SPED students for accelerated instruction interventions according to HB 4545. 2. Schedule students into after-school tutorials and Saturday interventions. 3. Monitor interventions - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Acquire TEKS-based instructional resources to support interventions for special education students Strategy's Expected Result/Impact: Increase student achievement for special education students Staff Responsible for Monitoring: Specialist Sandoval, Dean Valentino, ELA Department Head Fry Action Steps: 1. Identify resources for intervention 2. Acquire resources for intervention 3. Utilize resources for intervention	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - By June 2023, student attendance will increase to 97.7% or higher.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June of 2023, reduce errors in attendance reporting compared to the 2021-22 school year.

Evaluation Data Sources: Power School attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Verify student absences daily to limit errors in attendance reporting. Strategy's Expected Result/Impact: Reduce attendance errors Staff Responsible for Monitoring: 1. Principal Knittle 2. Attendance Clerk Gonzalez 3. AP Clerks Action Steps: 1. Verify if students are actually absent	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: By June of 2023, reduce absenteeism and truancy compared to the 2021-22 school year.

Evaluation Data Sources: Power School attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of attendance contracts for students who miss more than 3 days of school a year. Strategy's Expected Result/Impact: Reduce absenteeism Staff Responsible for Monitoring: 1. Principal Knittle	Formative			Summative
	Nov	Jan	Mar	June

2. Attendance Clerk Gonzalez
3. AP Clerks
- Action Steps:** 1. Run Power School attendance reports.
2. Contact parents of students who have 3 or more absences.
3. Issue attendance contracts.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: By June 2023, increase parent contacts for absent students from the 2021-22 school year.

Evaluation Data Sources: Attendance parent contact logs

Strategy 1 Details	Reviews			
Strategy 1: Conduct home visits for students with 5 or more unexcused absences. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: 1. Principal Knittle 2. Attendance Clerk Gonzalez Action Steps: 1. Run Power School attendance reports 2. Create truancy Log 3. Conduct visits	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support staff will make daily attendance calls to parents/guardians of absent students. Strategy's Expected Result/Impact: Increase accurate attendance reporting. Inform parents of attendance requirements and policies. Staff Responsible for Monitoring: Ms. Gonzales, Mr. Knittle, AP clerks. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE - By June 2023, the percentage of A.A. SPED ISS/OSS will reduce to 2.4%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: Burbank's discipline rate for A.A. SPED students will reduce from to less than 2.4%

Evaluation Data Sources: Power School discipline records





Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide in-class interventions and classroom management strategies to address off-task/inappropriate behavior, communicate with parents to discuss student discipline behaviors and collaboratively determine next steps for success, and will refer students to counselors prior to referral to AP's for lower level offenses. Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: Assistant Principals, Counselors Action Steps: 1. Teacher-student conferences. 2. Teacher-parent conferences.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The SPED Department will hold student meetings with Special Education students to discuss expectations and strategies for success. Strategy's Expected Result/Impact: Special Education students will gain a greater sense of inclusiveness and support in school. Staff Responsible for Monitoring: Mendez, Walker TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: 100% of students with social emotional issues impeding educational outcomes will be referred to counselors.

Evaluation Data Sources: Counselor referrals

Strategy 1 Details	Reviews			
Strategy 1: Counselors will provide students with strategies for improving their behavior and will create behavior goals for students so that students can self-monitor. Strategy's Expected Result/Impact: Decrease in referrals. Staff Responsible for Monitoring: Counselors Action Steps: 1. Counseling sessions 2. Create goals 3. Monitor student behavior	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of counselors will be aware of wrap around services and utilize them when appropriate.

Strategy 1 Details	Reviews			
Strategy 1: As needed, counselors will refer families to Wrap Around Services if it is discovered that lack of external services/support are a contributing factor to the behavior. Strategy's Expected Result/Impact: Positively impact social-emotional needs Staff Responsible for Monitoring: Counselors, Wrap-Around Specialist Action Steps: Follow referral process	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION - By June 2023, Burbank will decrease the number of in/out of school suspension rates by 1% to improve safety, public support, and public confidence.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: By September 2022, conduct grade level talks to educate all students on bullying awareness and prevention.

Evaluation Data Sources: Power School records

Strategy 1 Details	Reviews			
Strategy 1: Implement peer mediation for conflict resolution to prevent escalation of bullying/fights. Strategy's Expected Result/Impact: Decrease bullying and fights Staff Responsible for Monitoring: 1. Assistant Principals 2. Counselors Action Steps: Counselors and administration will conduct a fall check-in to determine success of prevention programs. If determined that more broad education is needed, a spring training will be conducted. If determined otherwise, ongoing individual education will occur on a case by case basis. "	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement ReThink Ed character education lessons during homeroom. Strategy's Expected Result/Impact: Promote a more focused learning environment by having student self-monitor themselves. Staff Responsible for Monitoring: Counselors: Ms. Cortina, Mrs. Porras, Ms. Guidry, Mr. Martinez Action Steps: 1. Plan for lessons 2. Generate calendar for lessons 3. Train teachers during pre-service on ReThink Ed 4. Execute the lessons during homeroom	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Measurable Objective 2: By September 2022, 100% of all faculty and staff will be trained on identifying child abuse and reporting procedures.

Evaluation Data Sources: Power School Reports

Strategy 1 Details	Reviews			
Strategy 1: Counsel student exhibiting signs of suicidal tendencies or threatening suicide. Strategy's Expected Result/Impact: Decrease suicide attempts Staff Responsible for Monitoring: 1. Counselors 2. Teachers Action Steps: 1. Discuss mental health at grade level meetings. 2. Counsel students exhibiting signs or threatening suicide.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: 100% of teachers will receive SEL training to form better relationships with students.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive PD on de-escalation, classroom management, and restorative practices. Strategy's Expected Result/Impact: Increase compassion and understanding to handle discipline issues Staff Responsible for Monitoring: Counselors Action Steps: Plan session Facilitate session	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By June 2023, Burbank will create a learning environment and systems that will address and serve the needs of the special education population, to meet system safeguards for STAAR accountability areas for ELA from 28% to 31% Meets Grade level and Math from 25% to 28%.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Increase the collaboration among general education and special education teachers across all content areas.

Evaluation Data Sources: IEPs, PLC Meetings, Benchmark Data

Strategy 1 Details		Reviews			
Strategy 1: Special education teachers and general education teachers will collaborate to meet the needs of special education students in the general education setting. Strategy's Expected Result/Impact: Students will receive differentiated instruction at grade-level rigor. Staff Responsible for Monitoring: Specialist Walker, Special Education Department Chair Mendez Action Steps: 1. Create a plan that includes PLC with both general education and special education teachers to ensure SPED requirements are met. 2. Ensure implementation of IEP accommodations in general education classrooms by monthly PLC check-ins. Ensure IEP accommodations are monitored by general and special education teachers and turned in every six weeks. 4. Classroom observation documents that the teachers are using and implementing student IEP accommodations. Title I Schoolwide Elements - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will ensure compliance with state and federal regulations regarding student IEP review, re-evaluation procedures, and periodic program updates. Strategy's Expected Result/Impact: Ensure all students have up-to-date ARDs and monitor state folders on a		Formative			Summative
		Nov	Jan	Mar	June

year around basis.

Staff Responsible for Monitoring: Specialist Walker, Special Education Department Head Mendez

Action Steps: 1. Conduct progress monitoring at grading periods and annual review dates, as needed. 2. Provide updates during monthly faculty and staff meetings. 3. Review documentation for student IEP accommodations twice every six weeks.

- TEA Priorities:

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify







Discontinue

Measurable Objective 2: By June 2023, 100% of students that did not pass or meet the "approaches" performance level on STAAR Reading in the 2021-22 school year will receive a minimum of 30 hours of intervention.

Evaluation Data Sources: 2023 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Create intervention plan for morning and after school tutorials. Strategy's Expected Result/Impact: Increased time on task for students needing intervention, increase student achievement Staff Responsible for Monitoring: Principal Knittle, Specialist Boswell-Jones Action Steps: 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create intervention plan for Saturday tutorials. Strategy's Expected Result/Impact: Increased time on task for students needing intervention, increase student achievement Staff Responsible for Monitoring: Principal Knittle, Specialist Boswell-Jones Action Steps: 1. Identify students in need of interventions according to HB 4545. 2. Create intervention schedule for students with teachers. 3. Communicate with parents intervention schedule 4. Monitor interventions - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

By June 2023, Burbank will create a learning environment and systems that will address and serve the needs of special populations (Special Education, ELL, At-Risk and Dyslexic students are addressed in prior sections in the SIP) in order to achieve standard on state assessments. Goals for each special population our outlined in the measurable objectives below.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By June 2023, the percent of students that will exit will increase 10%.

Evaluation Data Sources: TELPAS Results

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with training, resources, and planning time to effectively facilitate students to engage in content work that aligns with the skills in the ELPS. Strategy's Expected Result/Impact: Increase instructional capacity to effectively teach the ELPS. Staff Responsible for Monitoring: LEP Coord. Velasquez,. Specialist Boswell Action Steps: 1. Plan sessions for faculty 2. Facilitate sessions 3. Monitor implementation - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Model to teachers how to effectively integrate listening and speaking into everyday instructions. Strategy's Expected Result/Impact: Increase in listening and speaking scores on TELPAS. Staff Responsible for Monitoring: LEP Coordinator Velasquez, Specialist Boswell	Formative			Summative
	Nov	Jan	Mar	June

Action Steps: 1. Plan for sessions 2. Facilitate sessions 3. Monitor implementation - TEA Priorities: Build a foundation of reading and math				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: By June 2023, 100% of identified Gifted & Talented students will complete a TPSP project

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - By June 2023, Burbank will provide a minimum of six or more opportunities for families to connect and engage with the school.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Conduct two events to support family acclimation to campus.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Conduct New Eagle Camp for incoming 6th graders Strategy's Expected Result/Impact: Get 6th graders acclimated to campus Staff Responsible for Monitoring: Counselor Cortina, AP Pineda, VG Coordinator Vasquez Action Steps: 1. Plan for event. 2. Execute event.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Measurable Objective 2: Conduct five coffee with the principle meetings.

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Hold informational meetings for parents about campus updates and address concerns Strategy's Expected Result/Impact: Increased support from parents and community Staff Responsible for Monitoring: Principal Knittle, VG Coordinator Vasquez Action Steps: 1. Create agendas for meetings. 2. Communicate when meetings are held. 3. Hold Meetings	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: Conduct two family curriculum nights

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Host family nights, either in-person or virtually, to increase parent and community engagement. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Administrative Team Action Steps: 1. Plan family curriculum nights. 2. Communicate dates with parents 3. Host events	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES - Burbank Middle School will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Running immunization delinquent report biweekly to May 2022. Strategy's Expected Result/Impact: Improvement of student mandated health services Staff Responsible for Monitoring: TBA - Contracted Nurse Action Steps: 1. Running immunization delinquent report from Health Office Anywhere software report #5005 2. Collaborate with district-level health department to ensure reports have been received. 3. Attend meetings with district office to receive updates as needed.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Nurse will track vision screening records through the school year. Strategy's Expected Result/Impact: Students' vision needs and concerns will be addressed and students will receive eye exams and eyewear as needed. Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Conduct eye screening for 7th grade students. 2. Collaborate with district-level health department to ensure reports have been documented. 3. Inform students' parents of eye exam results.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will track hearing screening records and update as needed throughout the school year. Strategy's Expected Result/Impact: Students hearing screening will allow for hearing concerns to be addressed as needed. Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Conduct hearing screening for 7th grade students. 2. Collaborate with district-level health department to ensure hearing screening reports are submitted by December 9, 2022. 3. Inform parents of hearing exam results in a timely manner.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will track all Type 2 Diabetes student screenings through the school year. Strategy's Expected Result/Impact: Students will be screened for Type 2 diabetes to ensure that if they have diabetes they are provided with the appropriate support. Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Screening 7th grade students to prevent future health concerns in regard to diabetes. 2. The nurse will develop a schedule for the screening process. 3. Parents will be informed of when their child's screening is and the results.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 3, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will track the 6th grade students' spinal screening records. Strategy's Expected Result/Impact: 6th grade students will have a preventative screening done in order to determine if they need additional support. Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Nurse will create a schedule to ensure all 6th grade students are screened by February 2, 2022.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will ensure records are updated through the school year for all students taking medication. Strategy's Expected Result/Impact: Students will receive their prescribed medication, as needed Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Nurse will collect all medication for students and store in her office. 2. Teachers , students, and parents will all be on the same page with all medication needs. Nurse will contact parents to verify any changes. 3. Nurse will update teachers and staff as needed throughout the year, if there are medication changes.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Nurse will ensure the AED is checked monthly. Strategy's Expected Result/Impact: Ensure the AED is working and ready to use, if needed. Staff Responsible for Monitoring: Nurse Walker Action Steps: 1. Nurse will check AED monthly. 2. Nurse will submit documentation of AED monthly. 3. Nurse will request AED services, as needed.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses) - The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Coordinate a Health Committee Team (clerks, registrar) for parent notifications and letter distributions.

Evaluation Data Sources: Review of Health Office Anywhere-Campus Delinquency report (5005)

Strategy 1 Details		Reviews			
Strategy 1: The Health Committee Team will perform individual student parent call outs, prepare delinquency letters for mail out, review for completion and data input of submitted vaccine records by school nurse. Strategy's Expected Result/Impact: Improvement of implementation of mandated health services Staff Responsible for Monitoring: 1. Nurse Walker 2. Principal Knittle 3. Clerks 4. Campus Registrar Action Steps: 1. Nurse will select team members. 2. Health Committee will meet initially to create a plan of action for the year. 3. Health Committee will meet monthly throughout the school year to discuss updates, concerns, and action plans. 4. Health Committee team will ensure all staff members, parents, and students are aware of any changes made.		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for 043 Burbank Middle School

Total SCE Funds: \$118,962.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Salaries for and intervention teacher and counselor who will provide SEL/Counseling services to at-risk students. Instructional Materials and Supplies to address learning deficits and assist low SES students. \$95,252.00

Personnel for 043 Burbank Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adam Meza	Teacher, ESL	1
Cortina, Frances	Counselor, Secondary-11M	1
Malik, Tatiana	Tchr, Science 6-8	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Porras	Counselor	Counseling	1
Jossie Sanchez	Teacher	Social Studies	1
Meghan Grout	Intervention Teacher	Math Intervention	1
Victoria Ho	Intervention Teacher	Science Intervention	1

Addendums

Burbank Middle School Professional Development Plan				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/8/22	In-Person	Campus Professional Development Day Burbank Back to Basics <ul style="list-style-type: none"> • Theme Building Activity • Opening of Schools Power Point • Campus Data • Policies & Procedures 	<ul style="list-style-type: none"> • STAAR Summaries • Faculty Norms 	Board Goals 1-4
8/9/22	Virtual	District-Wide Central PD Day	<ul style="list-style-type: none"> • HISD Training 	Board Goals 1-4
8/10/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • District Safety Compliance Trainings • Department PLC Time 	<ul style="list-style-type: none"> • Department To-Do List • Curriculum • District Onesource Courses 	Board Goals 1-4
8/11/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • Department PLC Time 	<ul style="list-style-type: none"> • Department To-Do List • Curriculum 	Board Goals 1-4
8/12/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • VILS • Canvas Overview • Red Folder Compliance 	<ul style="list-style-type: none"> • Canvas • VILS materials • Safety Folders 	
8/15/22	In-Person	Teacher Workday	N/A	N/A
8/16/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • T-TESS Training • ReThink Ed • Department PLC 	<ul style="list-style-type: none"> • T-TESS Training materials • ReThink Ed Lessons • Dept. To-Do List 	Goal 3 Violence Prevention

8/17/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • Discipline • Grade Level Academy Expectations • Faculty Handbook • Cluster PLC Time • Paraprofessional Meeting 	<ul style="list-style-type: none"> • Student Handbook • Grade Level Presentations • Faculty Handbook 	Goal 2 Discipline Goal 3 Violence Prevention
8/18/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • SEL • Canvas • Emergent Bilingual Updates • Special Ed Updates • School Wide Strategies 	<ul style="list-style-type: none"> • ReThink Ed Lessons • Canvas • Multilingual Updates • SPED/504 Update 	Goal 2 Discipline Goal 3 Violence Prevention Goal 5 – Supporting G/T, Emerging Bilinguals
8/19/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • First Day/Week Procedures Training • Power School Refresher 	<ul style="list-style-type: none"> • Power School materials • 1st Week Procedure Packet 	NA
10/4/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • Carnegies Math/Content Specific Planning • Instructional Technology • SEL 	<ul style="list-style-type: none"> • Carnegie Math Planning Materials • STAAR 2.0 Redesign Materials • VILS training materials • SEL modules 	Goal 2 Discipline Goal 3 Violence Prevention Goal 5 – Supporting G/T, Emerging Bilinguals
1/6/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • Carnegies Math/Content Specific Planning • Instructional Technology • SEL 	<ul style="list-style-type: none"> • Carnegie Math Planning Materials • STAAR 2.0 Redesign Materials • VILS training materials • SEL modules 	Goal 2 Discipline Goal 3 Violence Prevention Goal 5 – Supporting G/T, Emerging Bilinguals

2/20/22	In-Person	Campus Professional Development Day <ul style="list-style-type: none"> • Carnegies Math/Content Specific Planning • Instructional Technology • SEL 	<ul style="list-style-type: none"> • Carnegie Math Planning Materials • STAAR 2.0 Redesign Materials • VILS training materials • SEL modules 	Goal 2 Discipline Goal 3 Violence Prevention Goal 5 – Supporting G/T, Emerging Bilinguals
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SIP APPROVAL 2022-2023

School Name and Campus #:

Principal Name:

School Office:

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/8/22 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9/8/22
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9.8.22
Date


SDMC Teacher Representative

9/8/22
Date

School Support Officer/Lead Principal

Date

School Office Assistant Superintendent

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
