

Houston Independent School District
043 Burbank Middle School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

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 2018-19 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 1420 students. The demographics of the student population are: 93.5% Hispanic, 5.3% African American, 0.9% White, 0.1% Asian, 0.2% American Indian, and 0.1% Two-or-More Races. BMS is classified as Title I with approximately 40% English Language Learners, 34.1% Gifted & Talented, 8.4% Special Education, and 94% 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 50% 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:** Due to disruption by COVID-19, learning environments were limited in a virtual setting to provide adequate ESL programming.

Student Learning

Student Learning Summary

Data for Domains 1-3 for the 2020-21 school year is below. Burbank MS earned a 41 in the STAAR performance indicator under Domain I: Student Achievement and a 41 in the relative performance indicator under Domain II: Student Progress. Of the indicators measured in Domain III: Closing the Gaps, BMS achieved 31% of the academic achievement status indicators, 100% of the English language proficiency indicators, and 33% of the student success indicators.

Of the ELA/Reading Targets, the following were missed: all students (by 3%), African American (by 2%), special education (by 2%), continuously enroled (by 2%), and non-continously enrolled (by 16%).

Of the Mathematics Targets, the following were missed: "all students" by 9%, "African American" by 10%, "Hispanic" by 2%, "current special education" by 5% "continuously enrolled" by 7% and "non-continously enrolled" by 28%.

Of the Student Success Targets, the following were missed: "all students" by 6%, "African American" by 4%, "white" by 19%, "current special education" by 5%, "continuously enrolled" by 6% and "non-continously enrolled" by 21%.

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	41
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 93.7%)	41
Closing the Gaps % of Indicators Met	
Academic Achievement Status	31%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	33%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	95%

2020- 2021 STAAR Results (compared to 2019)

Reading 72% Approaches (-6%) / 41% Meets (-8%) / 21% Masters (-5%)

Math 67% Approaches (-22%) / 37% Meets (-27%) / 17% Masters (-18%)

Writing 65% Approaches (-6%) / 31% Meets (-12%) / 7% Masters (-10%)

Science 71% Approaches (-18%) / 43% Meets (-18%) / 22% Masters (-15%)

Social Studies 53% Approaches (-17%) / 19% Meets (-26%) / 8% Masters (-20%)

For the 2020-21 school year, our STAAR data for approaches meets and master is below:

Reading Department

School Year	Grade 6	Grade 7	Grade 8	Dept. Total
2017-18	72%/ 40%/17%	74%/46%/26%	87%/54%/29%	78%/47%/24%
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%

Analyzing the STAAR Reading data, student achievement for "meets" and "masters" increased and "approaches" stayed the same comparing 2018 to 2019. Comparing 2019 and 2021, the learning loss due to the pandemic was between 4% and 8% for all performance levels.

Math Department

School Year	Grade 6	Grade 7	Grade 8	Algebra 1	Dept. Total
2017-18	85%/57%/32%	80%/57%/34%	93%/73%/28%	100%/99%/93%	87%/66%/39%
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%

Analyzing the STAAR Mathematics data, student achievement increased for "approaches" and decreased for "meets", and "masters". Comparing 2019 and 2021, the learning loss due to the pandemic for all performance levels was between 18% and 27%.

Writing Department

School Year	Grade 7
2017-18	66%/37%/9%
2018-19	71%/43%/17%
2019-20	N/A
2020-21	65%/31%/7%

Science Department

School Year	Grade 8
2017-18	90%/67%/38%
2018-19	89%/61%/37%
2019-20	N/A
2020-21	71%/43%/22%

Social Studies Department

School Year	Grade 8
2017-18	76%/50%/30%
2018-19	70%/45%/28%
2019-20	N/A
2020-21	53%/19%/8%

Analyzing the STAAR Writing data, student achievement for "Meets" and "Masters" increased and "Approaches" decreased comparing 2018 to 2019 results. Comparing 2019 and 2021, the learning loss due to the pandemic was between 6% and 10% for all performance levels.

Analyzing the STAAR Science data, student achievement for "Approaches", "Meets" and "Masters" decreased comparing 2018 to 2019 results. Comparing 2019 and 2021, the learning loss due to the pandemic was between 15% and 18% for all performance levels.

Analyzing the STAAR Social Studies data, student achievement for "Approaches", "Meets" and "Masters" decreased comparing 2018 to 2019 results. Comparing 2019 and 2021, the learning loss due to the pandemic was between 17% and 20% for all performance levels.

Based on the data, it is evident that the pandemic created significant room for improvement. Overall, the ethnic and special programs subpopulations performed about the same. We believe the root cause for the decrease in performance was due to the challenges that the pandemic presented: loss of face-to-face instructional time with students, engagement in the online setting, managing the ever-flowing changes of how a traditional school transforms into a virtual school, and ensuring 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. Virtual learning did not meet the needs of most of our students. Switching the standard mode of learning to face-to-face this school year will greatly support 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 decreased for BMS, Houston ISD, and Texas. Burbank Middle School's decreases on STAAR Reading and Writing performance were minimized and closer in line with Texas' drop. The campus' decreases for STAAR Math, Science and Social Studies overall were greater than Texas.

Given the nature of the pandemic and policy changes, not all students participated in the STAAR testing program. Burbank Middle School made a strong effort to get students to test and had a 95% participation rate, much higher than both HISD and Texas. Comparing results will lead to obvious validity questions.



STAAR 2020-21 All Subjects Comparison
Luther Burbank Middle School
David Knittle, Principal

Reading STAAR % Approaches/Meets/Masters, Spring 2021			
Grade	Burbank MS	HISD	State
6	66%(-8%)/29%(-12%)/13%(-5%)	52%(-7%)/26%(-5%)/12%(-3%)	61%(-5%)/31%(-4%)/14%(-3%)
7	72%(-4%)/46%(-6%)/25%(-8%)	60%(-8%)/37%(-7%)/21%(-6%)	68%(-6%)/44%(-3%)/25%(-3%)
8	78%(-6%)/48%(-7%)/23%(-3%)	62%(-9%)/36%(-11%)/17%(-6%)	72%(-5%)/45%(-8%)/21%(-6%)
Total	72%(-6%)/41%(-8%)/21%(-5%)		

Mathematics STAAR % Approaches/Meets/Masters, Spring 2021			
Grade	Burbank MS	HISD	State
6	77%(-11%)/41%(-19%)/17%(-14%)	52%(-20%)/24%(-15%)/10%(-8%)	66%(-13%)/34%(-11%)/14%(-6%)
7	62%(-22%)/31%(-27%)/14%(-15%)	41%(-28%)/16%(-23%)/6%(-10%)	54%(-19%)/25%(-16%)/11%(-5%)
8	45%(-46%)/14%(-46%)/1%(-16%)	34%(-38%)/15%(-30%)/4%(-8%)	60%(-21%)/35%(-20%)/10%(-6%)

Algebra 1	96% (-4%)/81% (-18%)/55% (-41%)	60% (-14%)/28% (-22%)/15% (-16%)	72% (-12%)/41% (-21%)/23% (-16%)
Total	67% (-22%)/37% (-27%)/17% (-18%)		

Writing STAAR % Approaches/Meets/Masters, Spring 2021			
Grade	Burbank MS	HISD	State
7	65% (-6%)/31% (-12%)/7% (-10%)	51% (-13%)/24% (-14%)/7% (-9%)	61% (-8%)/31% (-9%)/9% (-8%)

Science STAAR % Approaches/Meets/Masters, Spring 2021			
Grade	Burbank MS	HISD	State
8	71% (-18%)/43% (-18%)/22% (-15%)	49% (-21%)/27% (-12%)/13% (-3%)	67% (-12%)/42% (-7%)/23% (-1%)

Social Studies STAAR % Approaches/Meets/Masters, Spring 2021			
Grade	Burbank MS	HISD	State
8	53% (-17%)/19% (-26%)/8% (-20%)	37% (-20%)/15% (-12%)/7% (-8%)	56% (-11%)/27% (-8%)/13% (-7%)

Based on the data, virtual instruction was not as effective as in-person instruction in previous years. Opportunities for students to receive on-campus interventions were limited.

Student Learning Strengths

Burbank Middle School's strengths in student learning include better than Texas results for all performance levels for grades 6 and 7 mathematics, algebra 1, and 7th & 8th grade reading. BMS did better than Texas in "Approaches" for grade 7 writing, grade 8 science, and grade 6 math. The data also showed that the campus minimized the learning loss for student achievement on STAAR Reading and STAAR Writing when compared statewide results. BMS had a smaller loss in "approaches" performance for grade 7 assessments for reading and writing, when comparing to Texas. BMS had a smaller loss in "Meets" and "Masters" performance for grade 8 reading when compared to the state.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student achievement performance on STAAR assessments decreased significantly in tested areas. **Root Cause:** The disruption of instruction caused by the COVID-19 pandemic.

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 it's 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 50% of students achieving "Meets" on STAAR Reading and Mathematics **Root Cause:** Due to the disruption of COVID-19 on attendance and instructional consistency, school-wide programs where 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 dropped to █ from █. This year are goal is █.

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.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Attendance rate decreased from 97.7% in 2019 to 93.3% in 2020. **Root Cause:** The ability and systems to engage students, particularly virtual students, was not successful in comparison to a traditional school year.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- 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: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: By May 2022, increase STAAR Reading "approaches grade level" from 72% to 80%, "met grade level" performance from 41% to 52%, and "masters grade level" performance from 21% to 30%, 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 Details	Reviews			
Measurable Objective 1: 100% of students will be double-blocked scheduled for ELA Evaluation Data Sources: Master Schedule	Formative			Summative
	Nov	Jan	Mar	June

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students that did not reach a minimum of "approaches" level on STAAR Reading in the 2020-21 school year will receive a minimum of 30 hours of intervention. Evaluation Data Sources: Tutorial Plan, Tutorial Schedule	Formative			Summative
	Nov	Jan	Mar	June

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: 100% of ELA teachers will engage in curriculum work to further develop themselves as ELAR teachers. Evaluation Data Sources: Sign in sheets, Agendas, Lesson Plans, Common Assessments Results		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

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 2021 STAAR Reading & Writing
3. Plan and conduct PD based on low performing TEKS/SEs
4. Create assessments
5. Plan lessons

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: By May 2022, increase STAAR Math "approaches grade level" from 67% to 80%, "met grade level" performance from 37% to 52%, and "masters grade level" performance from 17% to 30%, 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 Details	Reviews			
Measurable Objective 1: By May of 2022, 100% of students that did not pass or meet the approaches level on STAAR Math in the 2020-21 school year will receive a minimum of 30 hours of intervention. Evaluation Data Sources: 2021 STAAR Data	Formative			Summative
	Nov	Jan	Mar	June

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math





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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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 2021 STAAR Math & Algebra 1 EOC
3. Plan and conduct PD based on low performing TEKS/SEs
4. Create assessments
5. Plan lessons

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS The percentage of students meeting "masters" level performance on STAAR Reading will increase from 21% to 26% and on STAAR Math from 17% to 30%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May of 2022, the amount of students achieving Master's level on STAAR Reading will increase 4% from 21% to 26%. Evaluation Data Sources: STAAR Data	Formative			Summative
	Nov	Jan	Mar	June

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.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By May of 2022, the amount of students achieving Master's level on STAAR Math will increase from 17% to 30% Evaluation Data Sources: STAAR Results	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college**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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

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 assessment will increase 3% from 17% in spring of 2021 to 20% in spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

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 Sandoval, 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: 2.6 - TEA Priorities: Build a foundation of reading and math





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.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By June 2022, 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: 2022 STAAR Data	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - By June 2022, student attendance will increase to 97.7% or higher.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By June of 2022, reduce errors in attendance reporting compared to the 2020-21 school year. Evaluation Data Sources: Power School attendance reports	Formative			Summative
	Nov	Jan	Mar	June

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

Title I Schoolwide Elements: 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By June of 2022, reduce absenteeism and truancy compared to the 2020-21 school year.	Formative			Summative
	Nov	Jan	Mar	June

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
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.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By June 2022, increase parent contacts for absent students from the 2020-21 school year.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - By June 2022, 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 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

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.

Title I Schoolwide Elements: 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students with social emotional issues impeding educational outcomes will be referred to counselors.	Formative			Summative
	Nov	Jan	Mar	June





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

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of counselors will be aware of wrap around services and utilize them when appropriate.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - By June 2022, 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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: By September 2021, conduct grade level talks to educate all students on bullying awareness and prevention.

Evaluation Data Sources: One Source records

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. "

Title I Schoolwide Elements: 2.6

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: By September 2021, 100% of all faculty and staff will be trained on identifying child abuse and reporting procedures.

Evaluation Data Sources: One Source Report

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.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of teachers will receive SEL training to form better relationships with students. Evaluation Data Sources: Sign-in sheets	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - By June 2022, 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 17% to 19% Meets Grade level and Math from 18% to 23%.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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 Sandoval, 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

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

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.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools**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

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: N/A - Additional Campus Goals

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

By June 2022, 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 are outlined in the measurable objectives below.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By June 2022, the percent of students that will exit will increase 10%. Evaluation Data Sources: TELPAS Results	Formative			Summative
	Nov	Jan	Mar	June

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

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math





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

Action Steps: 1. Plan for sessions
2. Facilitate sessions
3. Monitor implementation

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By June 2022, 100% of identified Gifted & Talented students will complete a TPSP project	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 6: PARENT and COMMUNITY ENGAGEMENT - By June 2022, 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 Details	Reviews			
Measurable Objective 1: Conduct two events to support family acclimation to campus. Evaluation Data Sources: Sign-in sheets	Formative			Summative
	Nov	Jan	Mar	June

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.

Title I Schoolwide Elements: 3.2

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Conduct five coffee with the principle meetings. Evaluation Data Sources: Sign-in sheets	Formative			Summative
	Nov	Jan	Mar	June





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

Title I Schoolwide Elements: 3.2

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Conduct two family curriculum nights Evaluation Data Sources: Sign-in sheets	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Title I Schoolwide Elements: 3.2

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 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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.

Measurable Objective 2 Details	Reviews			
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 10, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: TBA - Contracted Nurse

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.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
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 10, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: TBA - Contracted Nurse

- 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 10, 2021.
 3. Inform parents of hearing exam results in a timely manner.

Title I Schoolwide Elements: 2.6

Measurable Objective 4 Details	Reviews			
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 10, 2021. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: TBA - Contracted Nurse

- 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.

Title I Schoolwide Elements: 2.6

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 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.	Formative			Summative
	Nov	Jan	Mar	June

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: TBA - Contracted Nurse

Action Steps: 1. Nurse will create a schedule to ensure all 6th grade students are screened by February 2, 2022.

Title I Schoolwide Elements: 2.6

Measurable Objective 6 Details	Reviews			
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 2021-2022. 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.	Formative			Summative
	Nov	Jan	Mar	June

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: TBA - Contracted Nurse

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.

Title I Schoolwide Elements: 2.6

Measurable Objective 7 Details	Reviews			
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:	Formative			Summative
	Nov	Jan	Mar	June

Number of AEDs on campus:				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: TBA - Contracted Nurse

Action Steps: 1. Nurse will check AED monthly.
2. Nurse will submit documentation of AED monthly.
3. Nurse will request AED services, as needed.

Title I Schoolwide Elements: 2.6

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 Details	Reviews			
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)	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

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. TBA - Contracted Nurse
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.

Title I Schoolwide Elements: 2.6

State Compensatory

Budget for 043 Burbank Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991010004	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
6100 Subtotal:		\$2,000.00
6200 Professional and Contracted Services		
1991010004	6216 Professional Services - Locally Defined	\$40,000.00
6200 Subtotal:		\$40,000.00
6300 Supplies and Services		
1991010004	6329 Reading Materials	\$10,000.00
1991010004	6399 General Supplies	\$43,252.00
6300 Subtotal:		\$53,252.00

Personnel for 043 Burbank Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Frances Cortina	Counselor	Counseling	100
Tatiana Malik	Teacher	Science	100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: analysis of student data in PLCs to identify areas of need, creating strategies collaboratively with teachers and parents, and administrators fleshing out strategies to support the goals.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: conferencing with department administrators during data conferences and reviewing student achievement data after administration of the MOY and EOY assessments in December and March,

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

- Main Office
- School Website

The SIP was made available to parents by:

Main Office

School Website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. A systematic tutorials program that includes after school, morning, and Saturday tutorials.
2. Differentiated instruction.
3. Backwards planning with a focus on the TEKS/SEs.
4. Increased instructional time in the accountability areas (double block ELA, Math, Science, Social Studies).

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

1. A systematic tutorials program that includes after school, morning, and Saturday tutorials.
2. Differentiated instruction
3. Backwards planning with a focus on the TEKS/SEs in order for students to obtain grade level mastery on objectives.
4. Increased instructional time in the accountability areas.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas.
- Proficient Tier 1 explicit instruction taking place in all content areas.
- Bi-weekly AT BATs.
- Small Group Instruction based on student data needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Fabiola Torres
- David Knittle, Principal
- Amanda Vasquez, Vanguard Coordinator

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Conduct "Coffee with the Principal" meetings every month
- Family Literacy and Math & Science Night
- Electives, Fine Arts, & International Night
- Vanguard and Program Parent Meetings

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- September 15, 2021 - Meeting 1A @ 5PM (Annual Fall Meeting)
- September 22, 2021 - Meeting 1B @ 9AM
- October 6, 2021 - Meeting 2A @ 5PM
- October 7, 2021 - Meeting 2B @ 9AM
- January 12, 2022 - Meeting 3A @ 5PM (Annual Spring Meeting)
- January 13, 2022 - Meeting 3B @ 9AM
- March 2, 2022 - Meeting 4A @ 5PM
- March 3, 2022 - Meeting 4B @ 9AM

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Porras	Counselor	Counseling	1
Deidra Northern	Intervention Teacher	Reading Intervention	1
Meghan Grout	Intervention Teacher	Math Intervention	1
Victoria Ho	Intervention Teacher	Science Intervention	1