

Houston Independent School District

043 Burbank Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



Mission Statement

Burbank Middle School's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the provided student achievement data for Burbank Middle School, here is an analysis of the areas of strength, academic improvement, and areas where students excelled:

Areas of Strength:

- In the 2021-2022 academic year, the school demonstrated strength in several areas:
 - Reading: 83% of students "Approached" and 61% "Met" the standard.
 - Science: 84% of students "Approached," and 63% "Met" the standard.
 - Algebra: 100% of students "Approached" or "Met" the standard, with 99% "Meeting" the standard.

Academic Improvement:

- Comparing the 2021-2022 academic year to the 2022-2023 academic year, there were improvements in the following areas:

- Math: While the percentage of students "Meeting" the standard decreased slightly (from 45% to 43%), there was a significant improvement in the "Approaches" category, increasing from 76% to 74%. The improvement in "Approaches" can be seen as a positive trend.
- Social Studies: Although there was a decrease in the percentage of students "Meeting" the standard (from 31% to 35%), there was an improvement in the "Approaches" category, increasing from 71% to 67%. Similar to Math, this suggests a focus on the "Approaches" category.
- Algebra: An excellent improvement was observed in Algebra, with 100% of students "Approaching" or "Meeting" the standard, and 92% "Meeting" the standard.

Excelled Areas:

- In the 2021-2022 academic year, the students excelled in Reading, Science, and Algebra:
 - Reading: 83% of students "Approached" and 61% "Met" the standard.
 - Science: 84% of students "Approached" and 63% "Met" the standard.
 - Algebra: 100% of students "Approached" or "Met" the standard, with 99% "Meeting" the standard.

In summary, Burbank Middle School exhibited strength in Reading, Science, and Algebra in the 2021-2022 academic year. There were improvements in Math and Social Studies in the 2022-2023 academic year, with a particular focus on the "Approaches" category. Students excelled in Reading, Science, and Algebra, and there was a notable improvement in Algebra in the 2022-2023 academic year.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Despite an overall improvement in the "Approaches" category, there was a decline in the percentage of students achieving mastery levels in Math from 45% to 43% in the 2022-2023 academic year. **Root Cause:** The decline in Math mastery levels may be attributed to instructional challenges and a focus on the "Approaches" category rather than mastery. Addressing this problem requires an emphasis on strategies that promote mastery, improved instructional methods, and targeted interventions to support students in achieving mastery in Math.

Problem of Practice 2: While Burbank Middle School exhibited strength in Reading with 83% of students "Approaching" and 61% "Meeting" the standard in the 2021-2022 academic year, there is room for improvement in achieving higher levels of mastery. **Root Cause:** Enhancing Reading proficiency requires specific strategies to elevate students to the "Masters" level. Addressing this problem may involve targeted reading programs, enriched curriculum, and professional development to enhance instruction, particularly in guiding more students to mastery in Reading.

Problem of Practice 3: While there was improvement in the "Approaches" category in English I, the percentage of students achieving the "Meets" level increased from 31% to 39% in the 2022-2023 academic year, indicating a need to further enhance proficiency. **Root Cause:** Boosting proficiency in English I requires targeted efforts to elevate students to higher levels of mastery. To address this problem, the school should focus on specific instructional strategies, enriched curriculum, and professional development to guide more students to mastery in English I.

School Culture and Climate

School Culture and Climate Summary

We collect data from students via a student survey. This was a part of T-TESS last year. We need to develop a new system this year. From parents, we are a FACE

campus and have FACE walks which provide feedback to us via Possip surveys. Staff feedback has been done in the past via surveys. We did not complete this

last year. However, SDMC has a staff representative that gathers concerns/feedback from staff and we address it during SDMC. Prior to being held harmless for attendance, Burbank's attendance rate had decreased from 97% to 95%. There is very little support/consequences for truancy at the state level. The pandemic also changed parental engagement and support for daily attendance. This year we are currently at 96%. The goal this year is

to be at 96% or higher by the end of the school year. In order to combat this downward trend in attendance, we have hired an attendance case worker who works more closely with students and families who have attendance issues. Through this work, barriers are being discovered and we are eliminating those that we can and changing parental attitudes toward attendance. We are awarding students with improved attendance, just not perfect attendance to

incentivize students who are unmotivated. Based on SDMC feedback, some staff members had safety concerns, particularly with our parking lot which had no way of being secured.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Overall parents are satisfied with the level of customer service. Burbank moved from platinum to diamond on FACE evaluations.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Burbank has experienced a decrease in student attendance and did not meet the attendance goal of 97%. **Root Cause:** Lack of consistency in the issuance of truancy letters and follow-through with students and parents.

Problem of Practice 2: Out-of-school suspension rates increased due to vaping. **Root Cause:** Students experience peer pressure to fit in or be accepted into a social group. Burbank needs to teach students more strategies on how to combat peer pressure.

Problem of Practice 3: Burbank experienced a decrease in staff morale due to excessive staff absences which led to disruptions in instructional continuity and school operations.

Root Cause: Staff with a history of excessive absences were not exited.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The evaluation and student growth and achievement data for Burbank Middle School indicate consistent and high-quality teaching practices, especially in the 2021-2022 and 2022-2023 academic years. Across various subjects, a significant percentage of students consistently met or exceeded the expected standards, showcasing the effectiveness of teacher quality on campus. Particularly noteworthy is the exceptional performance in Algebra in both academic years, where all students met or exceeded the standards, indicating outstanding teaching methods and student engagement. The data reflect a strong foundation in fundamental subjects like Math, Reading, Science, and Social Studies, highlighting the positive impact of teacher quality in creating an environment conducive to student success and academic achievement.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Burbank MS, there were 81 teachers as of June 1, 2023. Eleven teachers left the campus by October 25, 2023, resulting in a turnover rate of 14%. The staff attendance rate was 97%, indicating a high level of dedication from our staff. To recruit highly effective staff, we actively promote teacher apprenticeships and participate in job fairs, underscoring our proactive efforts to attract exceptionally skilled educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction. Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes. To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for

diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data for Burbank Middle School provides information on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

Strengths:

- **Gender Diversity:** The data indicates that Burbank Middle School has a well-balanced gender distribution among its teaching staff, with 34 female staff members and 7 male staff members. Gender diversity can contribute to a well-rounded and inclusive learning environment.
- **Experience Levels:** The school has a mix of teaching experience levels, with a substantial number of teachers (22 out of 41) having 11 or more years of experience. Having experienced teachers on staff can be a strength, as they often bring a wealth of knowledge and expertise to the classroom.
- **Retention of Experienced Teachers:** The presence of teachers with 11 or more years of experience suggests that the school has been successful in retaining experienced educators. Retaining experienced teachers can provide continuity and stability in the school environment.
- **Teachers with Moderate Experience:** The presence of teachers with 6-10 years of experience can contribute to a balanced teaching staff, as they are likely to have a good blend of experience and a relatively recent connection to educational trends.

Effective Professional Development and Support: The presence of experienced teachers, teachers with moderate experience, and gender diversity among the teaching staff suggests that Burbank Middle School likely invests in effective professional development and support programs. These programs are likely designed to help teachers continuously improve their skills, share best practices, and create an inclusive learning environment.

Experienced teachers may serve as mentors and contribute to the development of their colleagues, while teachers with moderate experience can bring fresh insights and up-to-date teaching methods. Gender diversity may indicate a commitment to inclusive and equitable teaching practices.

It's important to note that while these strengths are promising, a more detailed assessment of the specific professional development programs, their content, and their impact on teacher growth and student outcomes would provide a more comprehensive understanding of the school's professional development practices.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The student performance data for Burbank Middle School consistently reflects high teacher quality and instructional effectiveness. However, the exceptional performance in subjects like Algebra highlights the need for further alignment and enhancement of instructional approaches in other subjects. **Root Cause:** A potential root cause for this inconsistency could be variations in curriculum and teaching methods across different subjects, leading to differences in student outcomes. Addressing this involves aligning curriculum and instructional strategies to ensure consistency and effectiveness in all subjects.

Problem of Practice 2: While staff attendance rates at Burbank Middle School are commendably high, staff turnover remains a concern. With a turnover rate of 14%, it is crucial to address this issue to maintain instructional continuity and staff morale. **Root Cause:** The root cause for staff turnover may be the absence of comprehensive staff retention strategies or incentives, which affects the overall work environment. Addressing this problem necessitates the development of robust staff retention measures and creating a supportive workplace atmosphere.

Problem of Practice 3: Although professional development efforts at Burbank Middle School have positively impacted teacher performance and student outcomes, there's room for enhanced follow-up and support mechanisms for teachers. This will ensure sustained growth and continuous improvement. **Root Cause:** The root cause could be the absence of structured post-training support and ongoing growth strategies. To address this, Burbank Middle School should establish a more comprehensive framework for post-training support and continuous development to build on the positive progress achieved.

Parent and Community Engagement

Parent and Community Engagement Summary

The trend for parent engagement shows that our Dual Language program students have higher parental involvement compared to other student groups. Lack of time, communication challenges, parental work hours, and lack of child care. We have a Memorial Herman Clinic based on our campus. Through this partnership, we are able to provide on-site healthcare for students who qualify. We have a wrap around specialist that also supports non academic needs of students. We are a Verizon campus. The partnership with Verizon and Digital Promise enabled us to provide technology and free wi-fi to every student on campus.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Having the campus site based clinic reduces absences. Through wrap around, students and parents have been provided goods and services that that remove barriers of learning and attendance (i.e. food, clothing, utilities) . With school wide access to technology and internet, we eliminated inequities for our student population. Instructional technology has enhanced and improved student learning.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Burbank needs improvement on reaching disengaged parents. **Root Cause:** Due to parents past educational experiences, parents may have distrust for the educational system.

Problem of Practice 2: Burbank needs to increase the amount of community partners and participation. **Root Cause:** There is a lack of outreach and relationship building with community resources and entireties in our neighborhood and in the city.

Problem of Practice 3: Burbank experiences a decrease of enrollment for zoned in coming 6th grade students to charter schools or other HISD campuses. **Root Cause:** Parents perceive that Burbank is not a high performing and safe campus due to its location and aesthetics.

Priority Problems of Practice

Problem of Practice 1: Despite an overall improvement in the "Approaches" category, there was a decline in the percentage of students achieving mastery levels in Math from 45% to 43% in the 2022-2023 academic year.

Root Cause 1: The decline in Math mastery levels may be attributed to instructional challenges and a focus on the "Approaches" category rather than mastery. Addressing this problem requires an emphasis on strategies that promote mastery, improved instructional methods, and targeted interventions to support students in achieving mastery in Math.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Key Actions

Key Action 1: Grow student on-grade level performance.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Increase teacher and student achievement.

Indicator 1: Increase Meets performance on STAAR a minimum of: ELAR 2%, Math 3%, Science 5%, Social Studies 4%.

Indicator 2: 80% of core-content teachers will score 2 or higher on "Purposeful Instruction" on SPOT observations.

Indicator 3: 95% of students will be double-blocked in all STAAR tested areas.

Specific Action 1 Details	Reviews			
Specific Action 1: Leaders and staff actions be aligned with effective systems to monitor and support student achievement. School Leaders' Actions Provide PD for lesson plan alignment (backwards planning). Provide coaching and feedback based on SPOT observations and assessment data to address alignment and rigor. Create a master schedule that includes double-blocked ELA, Math, Science and Social Studies for STAAR areas and grade levels. Develop an intervention plan to include additional instructional time for tier II and tier III students. Staff Actions Implement aligned and on-grade level lessons. Conduct PLC for lesson/unit planning that are aligned and rigorous with appropriate scaffolds for tier II and tier III students. Identify and provide additional interventions to tier II and tier III students.	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Improve teacher effectiveness.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: To improve teacher capacity and student achievement

Indicator 1: 80% of teachers will achieve P1 or higher on SPOT Observations.

Indicator 2: The percentage of "Approaches" on STAAR will increase a minimum of 2% for ELAR, 2% for Math, 3% for Science, and 2% for Social Studies.

Indicator 3: NWEA Growth from BOY to EOY will be 1.8% for ELAR/Math

Specific Action 1 Details		Reviews			
Specific Action 1: School leaders and staff actions will be centered around effective systems for support and monitoring instructional planning and instructional delivery. School Leaders' Actions Engage in and provide training on the SPOT observation protocol to teaching staff. Conduct walk-throughs and observations with SPOT and provide effective feedback on teaching practices. Deliver PD based on SPOT rubrics that provide teachers with effective instructional practices (i.e. MRS, annotation, lesson plan design). Engage in data reviews with teachers after major campus-wide assessments and create action plans for teachers based off the data review. Staff Actions Engage in PD and SPOT observation protocol and HISD expectations for high-quality instruction. Include MRS, annotation, and other high-yield instructional strategies in lesson plans and PLC documents to implement during instruction. Create action plans in response to assessment data to address below-grade level TEKS.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Key Action 3: Increase the effectiveness of Special Education Services.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The special education indicators of success will ensure student equity for special education students and special education compliance.

Indicator 1: 100% of ARDs will be completed on time and in compliance (exceptions may be when having to wait on outside services).

Indicator 2: 100% of State Folders will be up to date before the closing of the school year.

Indicator 3: Special Education students will meet or exceed growth targets of 59% for RLA and 61% for Math (This may be adjusted if TEA sets new targets based off 22-23 data).

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus leaders will leverage professional development to staff to improve the facilitation of IEPs and student accommodations in the classroom for all special education students.</p> <p>School Leaders' Actions</p> <p>Special Education Department Chair and Special Education Teacher Specialist will provide PD on effectively implementing accommodations in Self-Contained and Inclusion classrooms.</p> <p>The Principal will allot adequate time for documentation and supervise that it is completed in a timely manner.</p> <p>The Special Education Teacher Specialist will coach Special Education and General Education teachers on effective implementation of accommodations and instructional strategies that supports students' IEPs.</p> <p>Staff Actions</p> <p>Special Education Teachers will bring all SPED documentation up to date by the end of business on each Friday (Documentation Fridays).</p> <p>Special Education teachers and General Education teachers will implement IEP's with fidelity including accommodations during instruction and on assignments.</p> <p>General and Special Education teachers will schedule inclusion SPED students into additional interventions.</p> <p>Special Education staff will meet with students and parents once per semester to increase parental involvement and student self-efficacy and advocacy.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for 043 Burbank Middle School

Total SCE Funds: \$344,765.92

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Burbank Middle School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 043 Burbank Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adam Meza	Tchr, Intervention (General)	1
Frances Cortina	Counselor, Secondary-11M	1
Patrick Meroney	Tchr, Science 6-8	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Baise	Counselor, 11M - Title 1		
Katrina Edwards	Media Services Specialist 12M		
Meghan Grout	Tchr, Intervention (Math)- Ttl1		
Shonda Snoddy-Walker	Tchr, Spclst		
Stephen Harris	Tchr, Intervention(Genrl)-Ttl1		
Victoria Ho	Tchr, Intervention(Scien)-Ttl1		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Knittle	Administrator
Parent	Rosario Pena	Parent
Parent	Veronica Uresti	Parent
Community Representative	Sofia Font	Community Member
Community Representative	Jason Cisneroz	Community Member
Business Representative	Jorge Sanchez	Business Representative
Classroom Teacher	Amanda Hudson	Teacher
Classroom Teacher	Deidra Northern	Teacher
District-level Professional	Daniel Alt	Professional Staff
Non-classroom Professional	Kaitlin Bucher-Airola	Professional Staff