

School Needs Assessment 2024-2025

Burbank Middle School

David S. Knittle
Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data:

Burbank MS saw a decrease in STAAR Performance Data from the 22-23 School Year in approaches, meets, and masters in ELA/Math between 1% and 5%. Science and Social Studies had greater decreases between 4% and 13%.

Needs related to improving the quality of instruction:

Based off last Year's IRT, Burbank overall score was proficient I. Due to higher than normal staff turnover of 27 teachers, Burbank has less experienced teachers who need to be developed to proficient or higher.

System evaluation (philosophy, processes, implementation, capacity): SPOT data, IRT results, Formative and Summative Assessment Data, Attendance Data, Discipline Data, PEIMS reports

Parameters and metrics established by the District

Key Actions

School Action Plan Template

KEY ACTION ONE

Key Action Implement high-quality and aligned lessons.

Indicators of success (*Measurable results that describe success.*)

- 80% or more of core teachers will have Proficient I or higher on SPOT observations.
 - 60% or more by October 2024
 - 70% or more by February 2025
 - 80% or more by June of 2025
- By May of 2025, STAAR results will increase a minimum of 3% in “Meets” level performance in ELAR and Math, 5% in Science, and 5% in Social Studies.
- By May of 2025, overall NWEA achievement median will be at or above the 50th percentile in Reading, 55th Percentile in Math/Algebra, and 60th percentile in Science.

Specific actions – school leaders (*What specific action steps will the building leaders take to accomplish the objective?*)

- *Redesign the PLC protocol to include the following:*
 - *Data Analysis of STAAR Standards and performance levels from 23-24 school year.*
 - *Alignment crosswalk with TEKS and NWEA*
 - *Use of Lead4Ward Frequency Distribution and Field Guides*
 - *Creation of aligned DOL's.*
 - *Selection of aligned resources*
 - *Lesson Internalization and Delivery*
 - *Scaffolds and Supports for Special Populations*
- *Train teachers on backwards design in lesson planning and LO/DOL alignment.*
- *Consistently attend PLC's and facilitate PLC's with Department Chairs and Leads.*
- *Conduct work sample/material alignment checks.*
- *Provide effective feedback on Spot observations and on the spot coaching regarding alignment and supporting the LO.*
- *Conduct calibration walks to focus on alignment.*
- *Identify gaps in Tier II coaching capacity in order to build leadership density.*

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- *Conduct PLC's that include lesson plan internalization including, direct instruction and modeling, student at bats and engagement strategies, time stamps for pacing, and opportunities for re-teach.*
- *Utilize the lesson plan internalization document to facilitate lesson plan internalization which includes:*
 - *Data Analysis of STAAR Standards and performance levels from 23-24 school year.*
 - *Alignment crosswalk with TEKS and NWEA*
 - *Use of Lead4Ward Frequency Distribution and Field Guides*
 - *Creation of aligned DOL's.*
 - *Selection of aligned resources*
 - *MRS and other engagement strategies*
 - *Scaffolds and Supports for Special Populations*
- *Identify and use common -high quality instructional materials that are aligned with the TEKS/NWEA.*
- *Implement lessons that are aligned with TEKS/NWEA*
- *Design high quality assessments that are aligned with the TEKS/NWEA.*

Key Action One:

Who: David Valentino and David Knittle

	What: Provide PD with standards analysis, assessments, and materials as the basis for the PLC process.		
	When: August and ongoing in grade level/department meetings.		
	Where: Burbank (unless other PD can be found)		
Budget	Proposed item	Description	Amount
	Staff development	Backwards planning and alignment.	0
	Materials/resources	PLC Protocol, Lead4Ward, On Track	0
	Purchased services	n/a	
	Other	Instructional Material	TBD
	Other		
	TOTAL		0
	Funding sources: GF I, Title 1, State Comp Ed.		

KEY ACTION TWO

Key Action *(Briefly state the specific goal or objective.)*

Monitor data to inform first instruction and second teach, and monitor student growth and progress throughout the school year.

Indicators of success *(Measurable results that describe success.)*

- By May of 2025, STAAR approaches will increase 3% for Math and ELAR, 5% for Science and Social Studies.
- By May of 2025, overall NWEA achievement median will be at or above the 50th percentile in Reading, 55th Percentile in Math/Algebra, and 60th percentile in Science.
- TELPAS progress rate will increase from 58% to 60%.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Create and communicate an assessment calendar.
- Provide training on OnTrack reports.
- Create a Data Dialogue Protocol and Data Matrix
- Provide teacher training on Data Protocol and Data Matrix
- Provide teacher training and calibration on ECR and SCR
- Facilitate DDI PLCs with core teachers/departments after major assessments.
- Hold one on one conferences with teachers with low student performance data.
- Develop and implement a campus-wide 6-week assessment and data tracking plan to monitor on grade-level performance. A campus wide data profile will be created to house all assessment data (6 weeks common assessments, NWEA, STAAR)

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will create or implement assessments aligned with STAAR/NWEA and backwards plan based off the assessment.
- Each core teacher and their students will track class and individual student data on a data tracker.
- Teachers will hold teacher-student data conferences after major assessments.
- Low TEKS/Standards will be reviewed after assessments in PLC's to create a plan for re-teaching/spiraling in class or during interventions.
- Teachers will re-group interventions based off assessment data for Phase II tutorials and Super Saturdays.

Key Action Two:

Who: Leadership Team and Grade Level Leads

What: OnTrack Training and Reports Training and Burbank Data Tracking System

When: August PD and Ongoing throughout the year

Where: Burbank

Proposed item

Description

Amount

Staff development

OnTrack reports

0

Materials/resources

On track, data profile, matrices

0

Purchased services

none

0

Other

Tutorials/Interventions

100K

Other

TOTAL

100K

	Funding sources: Title 1/GF
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KEY ACTION THREE

Key Action *(Briefly state the specific goal or objective.)*

Increase student attendance by 1% or higher by the end of the 24-25 School year.

Indicators of success *(Measurable results that describe success.)*

- *By the end of the 24-25 school year, ADA will be at 96% or higher.*
- *OSS rates will decrease by 3% or more*

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- *Use ISS in lieu of OSS when appropriate.*
- *Reduce/eliminate 3 day suspensions.*
- *Create and implement a school-wide behavior matrix that standardizes interventions/consequences that will limit or prevent suspension when appropriate.*
- *Weekly targeted call out to students who have less than 97% attendance rate.*
- *Create and implement a school-wide attendance incentive program to promote and reward good attendance.*
- *Form an attendance committee with regular scheduled meeting times.*

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Attendance clerk will monitor student attendance and refer students to attendance case worker as needed.
- Attendance case worker will meet with students and parents who have high levels of truancy.
- Attendance case worker and counselors will assist attendance clerk and attendance case worker with families who have barriers that contribute to low attendance.
- Teachers will communicate and notify attendance clerk and truancy case worker of any student attendance concern (including late arrivals, early leaves, and full-day absences)
- Attendance case worker will conduct daily check-ins with students who are chronic absentees.

Key Action Three:

Who: Ms. Dean, Ms. Lugo, and Ms. Lopez

What: Train staff on the processes and procedures for monitoring attendance and reporting attendance concerns.

When: August PD and ongoing.

Where: On Campus. Virtual or in person per district ass assigned.

Staff Devel.

Budget

Proposed item	Description	Amount
Staff development	Attendance Procedures	n/a
Materials/resources	Attendance incentives/rewards	5000.00
Purchased services		
Other		
Other		
TOTAL		

Funding sources: GF1

KEY ACTION FOUR

Key Action: Improve the English Proficiency Level of EB students.

Indicators of success *(Measurable results that describe success.)*

- By June of 2025, the percentage of EB students growing one proficiency level or more will increase from 42.5% to a minimum of 44% on TELPAS composite.
- By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who are identified as EB after the EB Identification Test are placed in a bilingual or ESL classroom unless parents waive services.
- By June of 2025, the percentile growth of EB students on NWEA Reading will increase from 54% to 60%.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Provide training to all staff on scaffolds and strategies that support EB students.
- Monitor the quality of instruction of EB teachers through the SPOT observation form.
- Review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment (PreLAS/LAS links) before district snapshot date.

	<ul style="list-style-type: none"> • Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> • All EB ELAR teachers will use SUMMIT K-12 to build TELPAS skills of listening, speaking, reading and writing. • LPAC/DL coordinator and clerk will complete LPAC BOY and in conjunction with the SIR, ensure that all EB students are properly coded in Powerschool by PEIMS snapshot. • View NWEA reports/data at BOY and MOY to monitor EB student growth and provided interventions for students not meeting goal/growth targets.
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	Key Action Four:		
Staff Devel.	Who: Dr. Velasquez		
	What: Effective strategies for EB students.		
	When: Sept 2, PD Day		
	Where: Cafeteria		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
TOTAL			

Funding sources:

