

San Antonio Independent School District
Burbank High School
2022-2023 Goals/Performance Objectives/Strategies

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Goals





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 1: Restore performance on STAAR exams back to or exceeding pre-pandemic scores: ELA- 44% to 47%, MATH- 22% to 32%, Science 61% to 65%, Social Studies 70% to 75%.

Evaluation Data Sources: Benchmarks, STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide funding for classroom supplies, and for teachers to attend professional development conferences and conduct campus program reviews (including summer) in order to increase EOC scores in key areas.</p> <p>KPI/Metric/Measure: STAAR Testing scores, Semester Exam and Common Assessment Scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team EOC tested teachers and other teachers providing support to students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies - 211 - ESEA Title I, Part A - Regular - \$4,000, Supplies, Teaching - 211 - ESEA Title I, Part A - Regular - \$45,000, Hot items-Laptops, printers, tablets - 211 - ESEA Title I, Part A - Regular - \$40,000, Calculators - 282 - ESSER - \$7,800</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide opportunities for intervention, including Saturday school, before or after school tutorials, tutorials during flex-time and during scheduled Intercessions periods. Social worker will provide support to the initiative. Enrichment will also be included during these interventions. Funds will be needed to purchase snacks, flexi-schedule and supplies for students, mileage for social worker.</p> <p>KPI/Metric/Measure: STAAR testing scores, Semester exam scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team EOC tested teachers and other teachers providing support to students.</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student performance through the addition of personnel- GEC Sped teacher, and two other teaching positions (ELA/ESOL, Social Studies, Science and Math) to ensure accommodations for Special education students are being completed as well as support for ELL/LEP students in two other subject areas on campus</p> <p>KPI/Metric/Measure: STAAR scores, re-tester rates of passing on STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: 3 Teaching positions - 211 - ESEA Title I, Part A - Regular - \$222,420</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: STAAR scores from 2019-2020 in Math and ELA were 15 to 40% lower than scores from 2018-2019 Root Cause: Burbank HS does not have a systematic approach to planning, teaching and adjusting instruction based on real time data. Teachers are not getting enough clear and actionable feedback from their administrative and instructional team on their planning and teaching.</p>

Student Learning

Problem Statement 1: A low percentage of students meet standard on EOC tests (10% of ELLs and 10% of SPED). Students who receive individualized services such as special education and ELLs are in need of additional support to meet graduation requirements. **Root Cause:** There does not exist a systemic approach to manage and support ELL students academic needs and to support and monitor teachers to fully implement SPED student academic accommodations and teacher training on both of these subpopulations at Burbank HS.

Problem Statement 2: EOC scores have declined from the last years of data - the 2018-2019 school year to the 2020-2021 school year. **Root Cause:** A variety of factors contribute to low scores including the following: teacher knowledge of literary strategies, student literacy levels, student attendance, and amount of SPED and ELL students on campus experiencing challenges.





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 2: Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments 9-12.

Evaluation Data Sources: PLC Teams, Academic Deans, Department Chairs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide funding for teachers to attend professional development conferences in order to improve the professional learning communities in order to improve teaching and learning on campus in order to increase EOC scores in key areas.</p> <p>KPI/Metric/Measure: STAAR Scores</p> <p>Staff Responsible for Monitoring: Leadership Team, Cabinet, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 282 - ESSER - \$2,085.40</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have access to a variety of digital platforms and tools to maximize student performance and engagement across all content areas.</p> <p>KPI/Metric/Measure: Unit Assessments, EOC Scores</p> <p>Staff Responsible for Monitoring: Administration, Academic Deans, Department chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$5,198.04</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide funding for teachers to attend professional development conferences in order to improve support for students with disabilities to improve teaching and learning support on campus, maximizing the EOC scores of this demographic.</p> <p>KPI/Metric/Measure: EOC scores</p> <p>Staff Responsible for Monitoring: Administration, CLT, Academic Deans, Special Education department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Teachers attending Disabilities Law conference - 211 - ESEA Title I, Part A - Regular - \$410</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide funding for student travel entrance fees/charter buses for academic competitions or extracurricular events, provide funding for travel for student educational field trips during the school year.</p> <p>KPI/Metric/Measure: Increased student performance and participation at academic competitions and extracurricular activities, sign up logs and awards obtained.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - Perceptions 1</p> <p>Funding Sources: Student travel (entrance fees/charter bus) - 211 - ESEA Title I, Part A - Regular - \$20,000, Travel- (Yellow bus) Educational field trips - 211 - ESEA Title I, Part A - Regular - \$26,758, Forensic Anthropology Trip - 282 - ESSER - \$8,200</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: A low percentage of students meet standard on EOC tests (10% of ELLs and 10% of SPED). Students who receive individualized services such as special education and ELLs are in need of additional support to meet graduation requirements. Root Cause: There does not exist a systemic approach to manage and support ELL students academic needs and to support and monitor teachers to fully implement SPED student academic accommodations and teacher training on both of these subpopulations at Burbank HS.</p>

Student Learning

Problem Statement 2: EOC scores have declined from the last years of data - the 2018-2019 school year to the 2020-2021 school year. **Root Cause:** A variety of factors contribute to low scores including the following: teacher knowledge of literary strategies, student literacy levels, student attendance, and amount of SPED and ELL students on campus experiencing challenges.

Problem Statement 3: Insufficient numbers of students participate in AP/IB courses from 2018 to 2020 **Root Cause:** Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge advanced level courses

Perceptions

Problem Statement 1: How can we increase support from the community to assist the restart of in person instruction at the campus and a return to traditional activities at school from 0% to at least 85% of previous years. **Root Cause:** COVID 19 shut down and virtual learning of 2020 is over and the campus must resume in person activities.





Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 3: Increase parent involvement in assisting with FACE specialist events such as parent meetings by 20%.

Evaluation Data Sources: Meeting Sign-in Sheets

Face Specialist plans for parent events and support by parents of school activities (academic and athletics).

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide technology and supplies for parent meetings, home visits, and the parent room to improve the quality of parents support.</p> <p>KPI/Metric/Measure: 5% increase in parent volunteerism and involvement evidenced by FACE Specialist participant rosters from 2020-2021</p> <p>Staff Responsible for Monitoring: Face Specialists</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplies - 211 - ESEA Title I, Part A - Regular - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students parents will be provided various means of increasing their involvement in campus activities by 10% at the end of the year. Family support workshops and professional development training sessions will enhance parent awareness and participation options in school activities.</p> <p>KPI/Metric/Measure: Parent meeting sign in logs, parent volunteer logs</p> <p>Staff Responsible for Monitoring: Administration, FACE Specialists, CLT</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: FACE Specialist attendance at Statewide Parental Involvement - 211 - ESEA Title I, Part A - Regular - \$200</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Parent and community involvement in school events and activities at Burbank HS has decreased by 30% from 2018-2019 to 2019-2020. Root Cause: Burbank HS does not have an effective Parent and Community plan to recruit, enroll and maintain parent and community engagement during the year.
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School Processes & Programs
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Problem Statement 1: Parent support in terms of parent meeting attendance and volunteerism has declined by 30% from 2018 to 2020 at Burbank HS Root Cause: There is a lack of awareness of the needs of the school and how parents can participate and assist in school events and activities.
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Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 4: Increase overall student achievement on STAAR at the "Meets" level to pre-pandemic levels: ELA to 27%, Math from 2% to 5%, Science from 21% to 26%, Social Studies from 39% to 44%

Evaluation Data Sources: STAAR test scores BOY, MOY, EOY informal and formal assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for teachers through the leadership team to increase rigor in the classroom.</p> <p>KPI/Metric/Measure: Unit Assessments, EOC scores</p> <p>Staff Responsible for Monitoring: Department Chairs, Leadership Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided with a variety of rigorous and differentiated learning experiences to increase performance across all content areas</p> <p>KPI/Metric/Measure: Unit Assessments, EOC Scores</p> <p>Staff Responsible for Monitoring: Administration, CLT, Academic Deans, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 - ESEA Title I, Part A - Regular - \$1,700, - 164 - State Compensatory Education (SCE) - \$961.37, - 164 - State Compensatory Education (SCE) - \$3,667.05, - 164 - State Compensatory Education (SCE) - \$2,221</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 4 Problem Statements:

Student Learning





Problem Statement 2: EOC scores have declined from the last years of data - the 2018-2019 school year to the 2020-2021 school year. **Root Cause:** A variety of factors contribute to low scores including the following: teacher knowledge of literary strategies, student literacy levels, student attendance, and amount of SPED and ELL students on campus experiencing challenges.

Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS

Ia: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

Performance Objective 5: Decrease student rates of absenteeism, and disciplinary incidents by 5% from 2019-2020 Pandemic levels on the campus.

Evaluation Data Sources: Campus disciplinary and attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Addressing the impact of the Coronavirus pandemic by improving the social emotional climate of the school to enhance student well-being and foster a positive environment, supporting student achievement.</p> <p>KPI/Metric/Measure: Frontline discipline reports, Attendance Reports, EOC scores.</p> <p>Staff Responsible for Monitoring: Administrators, Dean of Students, Academic Deans, Behavior Specialist, SEAD Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: - 282 - ESSER - \$7,400</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To increase safe school operation and student support during physical education classes and reduce behavioral incidents during those classes, the campus will add personnel to support those classes</p> <p>KPI/Metric/Measure: Frontline disciplinary reports</p> <p>Staff Responsible for Monitoring: Physical education teachers, Behavior Specialist, Dean of Students, SEAD Specialist and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Instructional Assistant - 211 - ESEA Title I, Part A - Regular - \$33,232</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 4: Burbank HS' rates of student disciplinary infractions in the areas of tardiness, absenteeism, substance abuse, improper usage of social media and student altercations (verbal and physical) has increased from 2019-2020 by 20%. **Root Cause:** Burbank HS does not have a systematic system of student support for academic and SEAD issues based on a restorative model.

Goal 2: ENSURE PROFICIENCY

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)

Goal 3: ENSURE PROFICIENCY

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR





Goal 4: ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: Increase overall student achievement on STAAR at the "Meets" level to pre-pandemic levels: ELA to 27%, Math from 2% to 5%, Science from 21% to 26%, Social Studies from 39% to 44%

Evaluation Data Sources: Benchmarks, EOCs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for teachers through the leadership team to increase rigor in the classroom. KPI/Metric/Measure: EOC scores, Benchmarks, Semester Assessments Staff Responsible for Monitoring: Department Chairs, Academic Deans, Leadership Team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional Resources - 211 - ESEA Title I, Part A - Regular - \$5,000, Consultant services for teacher professional development - 211 - ESEA Title I, Part A - Regular - \$10,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: A low percentage of students meet standard on EOC tests (10% of ELLs and 10% of SPED). Students who receive individualized services such as special education and ELLs are in need of additional support to meet graduation requirements. Root Cause: There does not exist a systemic approach to manage and support ELL students academic needs and to support and monitor teachers to fully implement SPED student academic accommodations and teacher training on both of these subpopulations at Burbank HS.</p>
<p>Problem Statement 2: EOC scores have declined from the last years of data - the 2018-2019 school year to the 2020-2021 school year. Root Cause: A variety of factors contribute to low scores including the following: teacher knowledge of literary strategies, student literacy levels, student attendance, and amount of SPED and ELL students on campus experiencing challenges.</p>

Goal 5: ENSURE PROFICIENCY

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

Performance Objective 1: Increase the % of on-time graduates from 94% to 95%.

Evaluation Data Sources: Graduation Rate Cohort Lists
 Leaver Data
 Protentional Drop out list

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the leaver team in order to provide funding for home visits in order to make contact with students to assist them with returning to school</p> <p>KPI/Metric/Measure: Home visit logs/parent contact logs</p> <p>Staff Responsible for Monitoring: Leaver team members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through increased student involvement in intervention programs (Afterschool tutoring, Twilight School, Saturday School) on Low Performing standards on EOC exams and student expectations, we will close the gap of instruction missed during the 2019-2021 school years and increase academic performance in all areas.</p> <p>KPI/Metric/Measure: STAAR scores, graduation rates, credit attainment/recovery</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - 164 - State Compensatory Education (SCE) - \$17,129</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Burbank HS' rates of student disciplinary infractions in the areas of tardiness, absenteeism, substance abuse, improper usage of social media and student altercations (verbal and physical) has increased from 2019-2020 by 20%. **Root Cause:** Burbank HS does not have a systematic system of student support for academic and SEAD issues based on a restorative model.

Student Learning

Problem Statement 6: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.

School Processes & Programs

Problem Statement 1: Parent support in terms of parent meeting attendance and volunteerism has declined by 30% from 2018 to 2020 at Burbank HS **Root Cause:** There is a lack of awareness of the needs of the school and how parents can participate and assist in school events and activities.

Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS

3a: Increase the percent of Grade 8 students earning HS credit





Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 1: Increase the amount of students earning HS credit in at least one DP classes to 30%.

Evaluation Data Sources: Benchmarks IB Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide appropriate training, such as IB training and other instruction to teachers in order to improve the quality of teaching in the classroom.</p> <p>KPI/Metric/Measure: Formal and Informal walkthroughs of teacher performance</p> <p>Staff Responsible for Monitoring: Academic Deans, IB coordinators and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - 282 - ESSER - \$6,759.36</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Insufficient numbers of students participate in AP/IB courses from 2018 to 2020 Root Cause: Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge advanced level courses</p>
<p>Problem Statement 4: Low numbers of students earn college credit in IB/AP classes from 2018 to 2020. Root Cause: Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge EOY assessments administered by the IBO or the College Board.</p>





Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

Performance Objective 2: Increase by 20% the number of students earning college credit in a dual credit class.

Evaluation Data Sources: College completion data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for teacher on how to support higher-level academic achievement in all classrooms in order to increase completion of college-credit courses.</p> <p>KPI/Metric/Measure: College credit achievement via transcript</p> <p>Staff Responsible for Monitoring: Leadership Team, Department Chairs, Academic Deans</p> <p>TEA Priorities: Connect high school to career and college -</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 3: Insufficient numbers of students participate in AP/IB courses from 2018 to 2020 Root Cause: Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge advanced level courses</p>

Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4a: Increase the % meeting TSI/SAT/ACT college-ready performance

Performance Objective 1: Increase the number of 12th grade students that meet college ready performance on the TSI/SAT/ACT/IB tests back to above pre-pandemic levels from 31% (2020) to 35%.

Evaluation Data Sources: IB/ACT/SAT/TSI and TSI 2.0 scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of opportunities for students to receive tutoring support in all TSI tested areas.</p> <p>KPI/Metric/Measure: TSI scores</p> <p>Staff Responsible for Monitoring: Leadership team, Academic Deans</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the numbers of student opportunities for all IB students to challenge DP testing</p> <p>KPI/Metric/Measure: IB test scores</p> <p>Staff Responsible for Monitoring: IB coordinators, administration, academic deans</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: IB Testing materials - 211 - ESEA Title I, Part A - Regular - \$40,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Insufficient numbers of students participate in AP/IB courses from 2018 to 2020 Root Cause: Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge advanced level courses</p>

Student Learning





Problem Statement 4: Low numbers of students earn college credit in IB/AP classes from 2018 to 2020. **Root Cause:** Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge EOY assessments administered by the IBO or the College Board.

Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

Performance Objective 1: Maintain the % of students who meet CCMR readiness standards at 75%

Evaluation Data Sources: Certification testing results





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support for CTE team to receive targeted support to increase the numbers of students completing a certification exam.</p> <p>KPI/Metric/Measure: Career certifications by students</p> <p>Staff Responsible for Monitoring: CTE Department Chair Leadership Team</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS

4c: Increase the percent of graduates attending College

Performance Objective 1: Increase or maintain the numbers of students receiving financial aid for post secondary education at or above 90%

Evaluation Data Sources: Financial aid awards, grants and scholarships attained

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a part time Financial Aid Advisor to work with the College and Career hub staff KPI/Metric/Measure: Percentage of students awarded financial aid at the campus Staff Responsible for Monitoring: College and Career hub teachers, Counselors, Administration</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 Funding Sources: - 282 - ESSER - \$21,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: 10% of Burbank high school students do not meet requirements for graduation. Root Cause: Students are not sufficiently prepared to meet all requirements for graduation.</p>





Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 1: (Testing & Evaluation) By the end of 2021-2022, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 90% and the CCMR rate maintained at 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses in SAISD will offer students who qualify, the Credit By Examination (CBE) assessment. The credit by examination provides a way for students to receive credit in a course without taking the course (CBE, no prior instruction) or to recover credit for a course that they did not pass (PACE).</p> <p>KPI/Metric/Measure: By the end of 2021-2022, students receiving course credit through CBE will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus leadership teams</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 164 - State Compensatory Education (SCE) - \$475</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2021-2022, the grade-level ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$9,062</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be offered college readiness exams such as the SAT, PSAT, and AP at no cost to themselves.</p> <p>KPI/Metric/Measure: AP Exams</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation and AP Department</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: AP Exams - 164 - State Compensatory Education (SCE) - \$9,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be provided with permanent classroom coverage through the use of substitutes to provide for a seamless transition and the preservation of meaningful instruction, stability and consistency and less disruption to the students' learning.</p> <p>KPI/Metric/Measure: Student failure rates, Quarterly campus-generated assessments</p> <p>Staff Responsible for Monitoring: Teachers, Academic Deans, Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 6: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. Root Cause: As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.</p>

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY
 2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 2: (FSSS) - By the end of the year, student mental services will increase by 20%

Evaluation Data Sources: Service provider hours and logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Contract with Mobile Mental Wellness to provide support services to students. KPI/Metric/Measure: Increase 5% per quarter Staff Responsible for Monitoring: FSSS</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4 Funding Sources: Contracted Services - Mobile Mental Wellness - 164 - State Compensatory Education (SCE) - \$34,250</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 4: Burbank HS' rates of student disciplinary infractions in the areas of tardiness, absenteeism, substance abuse, improper usage of social media and student altercations (verbal and physical) has increased from 2019-2020 by 20%. Root Cause: Burbank HS does not have a systematic system of student support for academic and SEAD issues based on a restorative model.</p>

Goal 11: District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

Performance Objective 3: By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

Evaluation Data Sources: CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be offered college readiness exams such as the PSAT at no cost to themselves.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the college ready ratings will increase by 5%</p> <p>Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: PSAT Examinations - 164 - State Compensatory Education (SCE) - \$8,610</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p>KPI/Metric/Measure: By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p>	Formative			Summative
	Oct	Jan	Apr	June

Staff Responsible for Monitoring: SAISD Testing and Evaluation Staff with assistance from campus counselors

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Connect high school to career and college, Improve low-performing schools


- ESF Levers:


Lever 5: Effective Instruction

Problem Statements: Student Learning 6

Funding Sources: MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$7,695

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 6: As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-level readiness.