

Campus Improvement Plan

2023-2024



Burbank High School

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Board of Trustees



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**Superintendent of Schools
Dr. Jaime Aquino**

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
<p>Meeting #1 May 10, 2023</p>	<p>Meeting was conducted to discuss current CIP and begin the evaluation or adaptation of the plan for next year. Reviews were made of the current Root Causes, Problem statements and Strategies by the committee to determine their relevance to next year. Committee will convene on May 25, 2023 to discuss their findings.</p>
<p>Meeting #2 May 25, 2023</p>	<p>Committee met to give input on previous years strategies and to update/revise Root causes, Problem statements and Strategies as necessary from the 2022-2023 CIP to carry forward to 2023-2024. Committee updated document with these comments.</p>

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The CIP summative evaluation provided the information about the root causes, problem statements and strategies used this year so that the committee could discuss and assess whether the current items need to be adjusted, revised, added to or discarded for the upcoming year.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Demographics (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
EOC Scores	TAPR STAAR Domain Reports	PS DE-1	Problem Statement 1: STAAR scores from 2022-2023 in Math and ELA were 10-15% lower than scores from 2018-2019.
		RC DE-1	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 intellectual team on their planning and teaching.
FACE Specialist Documentation-Ros ters of Parent meetings	Parent Surveys Parent Engagement Rate Community Surveys	PS DE-2	Problem Statement 2: Parent and Community Involvement in School events and activities at Burbank HS has decreased by 20% from 2022-2023
		RC DE-2	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.
Discipline Records	PEIMS information Frontline Reporting School Safety Data	PS DE-3	Problem Statement 3: Burbank HS rates of student disciplinary infractions in the areas of tardiness, absenteeism, substance abuse, improper use of social media and student altercations (verbal and physical) has increased from 2022-2023 by 15%.
		RC DE-3	Root cause: Burbank HS does not have a systematic system of student support for academic and SEAD issues based on a restorative model
		PS DE-4	
		RC DE-4	
Data Determinations	Strategies 1 to 3 were carried over from 2022-2023. A strategy that was indicated last year, but not funded, the addition of an IA for Physical Education classes was added for the 2023-2024 year.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
EOC Scores	TAPR STAAR Domain Reports	PS SL-1	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.
		RC SL-1	Root cause: There does not exist a systematic 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.
EOC Scores	TAPR STAAR Domain Reports Accountability Distinction Designations	PS SL-2	Problem Statement 2: EOC scores have declined from the last years of data- the 2018-2019 school year to the 2022-2023 school year.
		RC SL-2	Root Cause: A variety of factors contribute to the low scores including the following: teacher knowledge of literary strategies, student literacy levels, student attendance, and the amount of SPED and ELL students on campus experiencing challenges.
AP/IB registrations	Enrollment trends Completion rates	PS SL-3	Problem Statement 3: Insufficient numbers of students participate in AP/IB courses from 2022 to 2023.
		RC SL-3	Root cause: Students have not been prepared with enough academic rigor in their classes by Burbank teachers to challenge advanced level courses.
AP/IB student transcripts	Enrollment trends Completion rates	PS SL-4	Problem Statement 4: Low numbers of students earn college credit in IB/AP classes from 2022-2023
		RC SL-4	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.
Data Determinations	CIP/CLT committee determined to carry over the problem statements from the previous year 2022-2023, as there was progress on the problem statements and the committee wanted to continue the forward momentum on these issues with the strategies employed.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Student Learning (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Campus Graduation Rates	Completion Rates, Graduation rates, Annual Dropout rates Enrollment trends	PS SL-1	Problem Statement 5: 8% of Burbank HS students do not meet requirements for graduation.
		RC SL-1	Root cause: Students are not sufficiently prepared to meet all requirements for graduation.
		PS SL-2	
		RC SL-2	
		PS SL-3	
		RC SL-3	
		PS SL-4	
		RC SL-4	
Data Determinations	CIP/CLT committee determined to carry over the problem statements from the previous year 2022-2023, as there was progress on the problem statements and the committee wanted to continue the forward momentum on these issues with the strategies employed.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
	FACE Specialist Data Booster Club Rosters	PS PP-1	Problem Statement 1: Parent support in terms of parent meeting, conference, attendance and volunteerism has declined by 20% from 2021-2022 at Burbank HS.
		RC PP-1	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.
	Burbank HS Social Media accounts	PS PP-2	Problem Statement 2: Student clubs, organizations and extracurricular activities have declined by 30% from 2020 at Burbank HS.
		RC PP-2	Root Cause: There is a lack of concentrated media presence that represents all of Burbank HS's clubs, organizations and teams.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	CIP/CLT committee determined to carry over the problem statements from the previous year 2022-2023, as there was progress on the problem statements and the committee wanted to continue the forward momentum on these issues with the strategies employed.		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Perceptions (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
	Attendance at athletic and academic events, Attendance at Fine Art events	PS PE-1	Problem Statement 1: How can we continue to increase support from the community to support in person instruction at the campus and a return to traditional activities at school post COVID by 30%
		RC PE-1	Root cause: COVID 19 shut down and virtual learning of 2020 is over and the campus must continue to resume in person activities.
	FACE specialist rosters Ticket sales at BHS afterschool events.	PS PE-2	Problem Statement 2: Participation by the Burbank community in afterschool events and activities is 50% lower than pre-COVID times.
		RC PE-2	Root cause: Activities offered celebrate top performing students and only certain sports and activities on campus rather than all.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations			

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	<p>Performance Objective: 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%.</p> <p>Problem Statement PS SL2/RC SL2</p>	<p>STRATEGY 1: Provide Funding for classroom supplies, technology, and for teachers to attend professional development conferences, student entrance fees for educational field trips and conduct campus program reviews (including summer) in order to increase EOC scores, to support writing across the campus curriculum initiative for all content areas.</p>	Administration, Deans	Calculators - 282 ESSER - \$5767.52
		<p>Region 20 Living Science ESSER - \$4875</p> <p>Spanish Books ESSER \$1169.10</p> <p>Skew the Scrip ESSER \$850</p> <p>Displays - ESSER \$8874.09</p> <p>Art Materials SAISD GRANT \$4978.33</p> <p>Field Trips - \$5000.00</p>			
		Quarterly KPIs	By the end of the 1st semester, there should be an increase of 5% of EOC retesters passing from the previous school year.		
	4: Improve Social Emotional Readiness in all Students	PS- PP1 RC - PP 1	<p>STRATEGY 2: Provide technology and supplies for parent meetings, to attend family engagement conferences/training, home visits, and the parent room to improve the quality of parent support, to increase parent involvement by 25%.</p> <p>By the end of the 1st quarter, parent conference attendance will be scheduled. By the end of the 2nd quarter, parents will have successfully attended a Family Engagement Conference</p>	Admin, FACE Specialists	Conference 211 - (\$2000.00)

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
	<p>1= Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading</p>	<p>Performance Objective: Increase students' grade level readiness by 10% across all student populations and programs as measured by end of year assessments 9-12.</p> <p>Problem Statement: SL-2</p> <p>Root Cause: SL-2</p>	<p>STRATEGY 1: Provide Funding for teachers and admin to attend professional development conferences and travel in order to improve the professional learning ability to improve teaching and learning on campus to increase EOC scores in key areas.</p>	<p>Admin, Deans</p>	<p>(211)-for Teaching Supplies=\$2700, (211)-for printing svcs= \$1,824, (211)- Dual Language Conference in New Mexico (Registration: \$3695, Hotel: \$4821, Airfare: \$3436. (211)-Misc. Operating Costs=\$9,000</p>
			<p>By the end of the first grading period, teacher walkthroughs in those receiving training should be in the proficient level in Domain 2 of the TTESS Rubric</p> <p>By the end of the 1st semester, there should be an increase of 5% of EOC retesters passing from the previous school year.</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1			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.	Admin, Attendance Specialist, FACE Specialist, Social Worker	
		Quarterly KPIs			
PP-2			STRATEGY 2: Combine all high school social media accounts to promote campus events, highlight programs, athletics etc.	Admin, Dept. Chairs, Coordinators, Librarian	
		Quarterly KPIs			
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1			Strategy 1: More variety of extracurricular activity that allows them to participate in an activity that interests them	Admin, Class sponsors	
		Quarterly KPIs			
PE-2			Strategy 2: More school spirit, pep rallies, dance, cheer, spirit at ALL sporting events and activities	Admin, Class sponsors	
		Quarterly KPIs			
PE-3			Strategy 3: More academic awards ceremony that celebrate all students and not just the top performers in every category.	Admin, Class sponsors	
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist

Comprehensive Needs Assessment - Problem Statements and Root Causes

All are based on the analysis of data and we have listed all sources.		All are based on the success criteria of the ESF.	
All are based on issues that the campus can control and improve on.		All talk to adult systems and behaviors.	

Improvement Plan – Performance Objectives

All are in SMART format		All are tied to at least one problem statement.	
All are measured by a data source.			

Improvement Plan – Strategies

All are in BEST format.		All strategies are targeted to eliminate at least one root cause.	
All are measured by quarterly KPI outcomes.		Entire plan has been checked for spelling and grammar.	

Federally Required Strategies – Do we have strategies that address -

Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			

Equitable Availability of the Campus Improvement Plan to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of the School-Parent Compact to Parents

Physical Locations of the Plan	
Languages Available	
URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents

Physical Locations of the Policy		How and When was the PFE Policy Distributed
Languages Available	English and Spanish	
URL to Online Version		

Title I Compliance Documentation and Submissions

Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information

Assistant Superintendent Assurance

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role	Name	Role
Irene Talamantes	Principal	Mark Mendoza	Assistant Principal
Laura Girard	Assistant Principal	Aurora Carreon	Social Worker
Genera Manning	Assistant Principal	Elizabeth Morales	FACE Specialist
Erik Sanchez	Assistant Principal	Carlos De Leon	Academic Dean
Michele Wisniewski	Fine Arts Dept. Chair	Carlos Sanchez	Teacher
Christian Sandoval	CTE Dept. Chair		
Rosie Cruz	Community Member		
Ben Femmel	Academic Dean		
Lynda Delacruz	SPED Teacher		
Vacant	Teacher		
Amber Acuna	SPED Teacher		
Dr. Monica Ogg	Academic Dean		
Tate Jaeger	IB MY Coordinator		
Erin McKee	IB DP Coordinator		
Brandon Bunch	Academic Dean		
Toni Gorman	Girls Athletic Coordinator		
Mike Mull	Boys Athletic Coordinator		
Sylvia Holguin	Head Counselor		
Holly Brummett	Attendance Coordinator		

Data Tables