Campus Improvement Plan
2024 - 2025

SAISD

Burbank High School

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Neeeds Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

Table of Contents

Vision, Mission, Core Values, and Core Beliefs

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

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.

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.

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.

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 2024-2025 Board Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024-2025 Campus Goals

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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 2024, to ___ in August 2025.

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

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 May 2, 2024	Meeting to discuss upcoming review of CNA topics from 2023-2024 year and to update or modify needs for this year.
Meeting #2 May 15, 2024	Review and come up with root causes, problem statements for the upcoming year for the CNA

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

A Review of the previous year's quarterly and summative evaluations was utilized to determine CNA priorities and review Priority problem statements from 2023-2024 CIP

Comprehensive Needs Assessment Process

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate	x	Bilingual Service Records		Anecdotal data from programs	x
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	X
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records		Teacher Attendance Records		Other (Indicate to the Right)			

Student Learning

STAAR/EOC Results	x	Local Benchmark Results	x	State Interim Results		MAP Data	
CIRCLE Data		CBA and Local Formative Results	x	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

Processes and Programs

Observational Data	X	Sign-Ins / Minutes		Calendar of Events		RDA (PBMAS) Reports	
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers	
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices		Rhythm Data	
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations		Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

Comprehensive Needs Assessment - Demographics

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		Problem Statements and Root Causes
Student Discipline	PS DE-1	Burbank HS rates of student disciplinary infractions in the areas of substance abuse and improper use of social media has not decreased significantly from SY 2023-2024
	RC DE-1	Root cause: Burbank HS does not have a systematic approach to these issues utilizing the school counseling team to address these issues.
Student Attendance	PS DE-2	Burbank HS rates of student attendance in the areas of tardiness and absenteeism has decreased somewhat from SY 2023-2024
	RC DE-2	Root cause: Burbank HS does not have an effective approach to making significant reductions to the attendance issues during the school year.
Choose One	PS DE-3	.
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		There has been a marked reduction in out of school suspension days during 2023-2024, but the incidents of substance abuse by vaping continue to grow and assaults have become an issue. Attendance peaked in the 90 percentile range at the start of the year, but steadily decreased throughout the year. Goal for SY 2025 is 90% or better attendance percentage.

Comprehensive Needs Assessment - Student Learning

		Student Learning (Minimum 2 Areas)	
Area Examined		**Problem Statements and Root Causes**	
Grade Level Readiness	**PS SL-1**	There are few opportunities for students for entrance fees/charter buses for academic competitions or extracurricular events or travel for student educational field trips during the school year.	
	RC SL-1	Root cause: There does not exist a systematic approach to manage and support students academic needs and to support at Burbank HS.	
EOY Assessment Outcomes	**PS SL-2**	Reading comprehension of students has slowed student achievement in ELA EOC scores to 46% in 2023-2024 of students challenging the tests.	
	RC SL-2	Students need additional support in acquiring Reading comprehension skills in their classes by Burbank teachers to challenge advanced level courses and EOC tests.	
Choose One	**PS SL-3**		
	RC SL-3		
Choose One	**PS SL- 4**		
	RC SL-4		
Strengths & Areas for Improvement Based on your Data Analysis		Reading scores improved by 2 points in 2023-2024, but improvement is very slow in the area of Reading comprehension. The school also sponsors several field trips for educational purposes last year, but more inclusion of all departments needs to take place.	

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 & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher PD	PS PP-1	Low numbers of students earn college credit in IB/AP classes from 2023-2024
	RC PP-1	Students have not been prepared with enough academic rigor in their classes by Burbank teachers to assessments administered by the IBO or the College Board.
Behavioral / SEAD Needs	PS PP-2	The numbers of fights and assaults from SY 2022-23 has more than doubled during SY 2023-2024
	RC PP-2	There does not exist an effective program or initiative at Burbank HS to reduce these numbers effectively and prevent further escalation of these numbers.
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		Numbers still remain low on students choosing to challenge AP exams. While reductions in days of suspension took place this year, numbers of assaults, fighting and vape incidents continue to rise.

Comprehensive Needs Assessment - Processes & Programs

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.

Comprehensive Needs Assessment - Perceptions

Student Learning (Minimum 2 Areas)		
Area Examined		**Problem Statements and Root Causes**
Staff Survey Results	PS PE-1	Insight survey results from SY 2023-24 indicate that teachers are requesting more opportunities for advancement
	RC PE-1	Root cause: There does not exist a systematic approach to mentor and prepare teachers for progression to the next level of performance, such as department chair, program lead, or administrative positions.
Parent Engagement Attendance	PS PE-2	Parent and Community Involvement in School events and activities at Burbank HS has been sporadic from 2023-2024
	RC PE-2	Burbank HS does not have an effective Parent and Community Plan to recruit, enroll and maintain parent and community engagement during the year.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Demographics

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	5	By the end of the year, The incidents of substance abuse should decrease by 20% from SY 2023-2024	Utlizing 2 counselors and 1 head counselor to identify, counsel and employ CIS, Upward Bound, etc to teach drug prevention	Admin, Dept. Chairs, Counselors	(211) $295,639.00
	PS #	Quarterly KPIs	By the end of the first quarter, a decrease of 5 % in the number of cases of substance abuse from SY 2023-24		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-2		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Student Learning Performance Objectives based on Problem Statements and Strategies based on Root Causes

Plan for Improvement – Student Learning

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	5	By the end of the year, increase the amount of academic field trips by 20% from SY 2023-2024	Provide funding for student travel, entrance fees/charter buses for academic competitions or extracurricular events, afterschool tutoring (i.e. Bulldog Buildup) and provide funding for travel for student educational field	Admin, Dept. Chairs	(211) 5704.00
	PS #	Quarterly KPIs	By the end of the first quarter, increase the amount of academic field trips by 5% from SY 2023-2024		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-2		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Processes & Programs

		2.1 - Campus Improvement Plan (CIP)			
		The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes			
GPS	**Board Goal**	**Performance Objective and Problem Statement**	**Strategy**	**Monitor(s)**	**Fund /Purchase/ Amount**
PP-1	1	By the end of the year, reduce the numbers of students challenging AP assessments by 10%	.Use of supplemental instructors (2) in classes to increase rigor of content in core classes in order to prepare students to be successful on high stakes testing	Admin, Dept. chairs	(211) $159,136
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-2	5	By the end of the year, By the end of the year, reduce the numbers of fights and assaults by 25% from SY 2023-2024 on the campus	Utlizing 1 counselor, the SEAD Specialist, and Dean of Students to identify, counsel and employ SEAD resources to teach de-escalation strategies and peer mentoring with students having potential conflicts	Admin, Counselors, SEAD Specialist	$ 95, 902.00
	PS #	**Quarterly KPIs**	By the end of the first quarter, reduce the numbers of fights and assaults by 5% from SY 2023-2024		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-3		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

2.1 - Campus Improvement Plan (CIP)
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	5	By the end of the year, to increase and maintain parental involvement in school wide events by 20%	Utilize FACE specialist to engage parents in assisting academic efforts via tutoring, and participating in community events for all departments. To create a network of parent volunteers for academic and	Admin, FACE Specialist	(211) $54,325
	PS #	**Quarterly KPIs**	By the end of the first quarter, increase parent recruitment and involvement in support of campus events by 5% from SY 2023-24		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-2	5	By the end of the year, to increase the amount of parents formally trained in family engagement by 20% from SY 2024	FACE specialist facilitates training opportunities for parents, travel and refreshments for parent events on campus	Admin, FACE Specialist	(211) $4,381
	PS #	**Quarterly KPIs**	By the end of the first quarter, increase parent attendance at family engagement training by 5% from SY 2024-2025		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-3	5	By the end of the year, to increase support for family engagement activities by 10% from SY 2024	FACE specialist provides supplies and refreshments for Family Engagement activities on campus during SY 2024-25	Admin, FACE Specialist	(211) $4,381
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4		By the end of the year,			
	PS #	**Quarterly KPIs**	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.2 – First Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

First Quarterly Review

DEMOGRAPHICS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, a decrease of 5 % in the number of cases of substance abuse from SY 2023-24	Choose One	
DE-2	By the end of the first quarter,	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, increase the amount of academic field trips by 5% from SY 2023-2024	Choose One	
SL-2	By the end of the first quarter,	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter,	Choose One	
PP-2	By the end of the first quarter, reduce the numbers of fights and assaults by 5% from SY 2023-2024	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, increase parent recruitment and involvement in support of campus events by 5% from SY 2023-24	Choose One	
PE-2	By the end of the first quarter, increase parent attendance at family engagement training by 5% from SY 2024-2025	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

2.2 – Second Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Second Quarterly Review

DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1	By the end of the second quarter,	Choose One	
DE-2	By the end of the second quarter,	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter,	Choose One	
SL-2	By the end of the second quarter,	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter,	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter,	Choose One	
PE-2	By the end of the second quarter,	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

2.2 – Third Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Third Quarterly Review

DEMOGRAPHICS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter,	Choose One	
DE-2	By the end of the third quarter,	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter,	Choose One	
SL-2	By the end of the third quarter,	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter,	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter,	Choose One	
PE-2	By the end of the third quarter,	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

2.2 – Fourth Quarterly Review Meeting
The CAC will use artifacts and data to check KPI progression for all strategies.

Fourth Quarterly Review

DEMOGRAPHICS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter,	Choose One	
DE-2	By the end of the fourth quarter,	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter,	Choose One	
SL-2	By the end of the fourth quarter,	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter,	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter,	Choose One	
PE-2	By the end of the fourth quarter,	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

3.1 - Annual Summative Assessment
The CAC will use artifacts and data to evaluate all Performance Objectives.

Annual Summative Review

DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, The incidents of substance abuse should decrease by 20% from SY 2023-2024	Choose One	
DE-2	By the end of the year,	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, increase the amount of academic field trips by 20% from SY 2023-2024	Choose One	
SL-2	By the end of the year,	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, reduce the numbers of students challenging AP assessments by 10%	Choose One	
PP-2	By the end of the year, By the end of the year, reduce the numbers of fights and assaults by 25% from SY 2023-2024 on the campus	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, to increase and maintain parental involvement in school wide events by 20% from SY 2023-24	Choose One	
PE-2	By the end of the year, to increase the amount of parents formally trained in family engagement by 20% from SY 2024	Choose One	
PE-3	By the end of the year, to increase support for family engagement activities by 10% from SY 2024	Choose One	
PE-4	By the end of the year,	Choose One	

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

Name	Role	Name	Role
Irene Talamantes	Principal	Christian Sandoval	CTE Teacher
Mark Mendoza	Assistant Principal		
Laura Girard	Assistant Principal		
Genera Manning	Assistant Principal		
Erik Sanchez	Assistant Principal		
Tanisha Williams	Assistant Principal		
Michele Wisniewski	Fine Arts Dept. Chair		
Ben Femmel	ELA Dean		
Elizabeth Morales	FACE Specialist		
Rosie Cruz	Community Member		
Aurora Carreon	Social Worker		
Dr. Monica Ogg	Science Dean		
Tate Jaeger	IB MYP Coordinator		
Erin McKee	IB DP Coordinator		
Brandon Bunch	Math Dean		
Toni Gorman	Female Athletic Coordinator		
Mike Mull	Male Athletic Coordinator		
Jennifer De Waelsche	Librarian		
Sylvia Holguin	Head counselor		
Holly Brummett	Retention Specialist		
Carlos De Leon	Social Studies dean		

Committee Members

Assurances and Approval Information

Principal Supervisor Assurance

As Principal Supervisor 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 Principal Supervisor 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
Burbank High School	15907- ###

Superintendent	Assistant Superintendent
Dr. Jaime Aquino	

Principal	SAISD Board Approval Date
Irene Talamantes	

Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
May 10, 2024	May 15, 2024

Assurances and Plan Approval Information

Data Tables

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.

District Purchases

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support	x	Support for Special Populations		Parent & Family Engagement	x	Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention	x	Professional Development		Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support	x	Student Attendance		Transition PK to K	
Quality of Learning Environment	x	CCMR - Secondary		MTSS – Behavioral Interventions		Federally Funded Staff	

Equitable Availability of the Campus Improvement Plan to Parents		**Equitable Availability of the School-Parent Compact to Parents**	
Physical Locations of the Plan	Room 1204/FACE Specialist Office	Physical Locations of the Compact	Room 1204/ FACE Specialist office
Languages Available	English and Spanish	Languages Available	English and Spanish
URL to Online Version		URL to Online Version	

Equitable Availability of Parent-Family Engagement Policy to Parents			
Physical Locations of the Policy	Room 1204/FACE Specialist Office	How and When was the PFE Policy Distributed	
Languages Available	English and Spanish	During Parent meetings scheduled for August/September of 2024	
URL to Online Version			

Compliance Checklist

Title I Compliance Documentation and Submissions			

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**	X
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures	**Google Shared Folder**	
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	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, and 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		

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, and posted on your website		
PFE Meetings	Upload at least 4 invitations/notices 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, and 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		
	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	Google Shared Folder	
		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		