Burkburnett Independent School District

Burkburnett High School

2018-2019 Campus Improvement Plan

Mission Statement

Burkburnett ISD, an environment of exploration where student
- Discover the value of learning,
- Increase their passion
- Maximize their potential

Vision

Transforming learning to inspire ALL students in an ever-changing world.

Value Statement

Burkburnett ISD creates a partnership for learning that empowers students to think, lead, and succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our ethnicity breakdown is: Whites: 70.3%, African Americans: 8.1%, Hispanics 14.3%.

Our Economincally Disadvantaged numbers are 43.6%.

Our At-Risk numbers 42%. Most are At-Risk due to failing an EOC test or failing two or more courses. The next reason for At-Risk is AEP placement for males.

Demographics Strengths

Our drop out rate is low (2014 - 1.0%; 2015 - .94%; 2016 - .60%; 2017 - .00%) and overall our EOC scores are above the Region standards and the State standards in our subgroup areas for the last several years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must continue to increase the number of females taking non-traditional CTE courses.

Student Achievement

Student Achievement Summary

According to STAAR EOC data, BHS compares well with the state and region. Approximatley 70% of our students go to a four year college. The drop out rate is very low. Our Biology, Algebra and U.S. History scores are good. ELA I and II need attention.

Student Achievement Strengths

EOC scores were strong in Biology, Alegebra and U.S. History.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELA I an II EOC scores need improvement.

School Culture and Climate

School Culture and Climate Summary

The overall climate at BHS is good both socially and academically. The staff has adjusted well to administrative changes and the 2nd year of Project Based Learning. Extracurricular drug testing is in its 2nd year and has helped students in detering drug use. We will continue to monitor bullying situations.

School Culture and Climate Strengths

* Staff collaboration

* Student involvement in Co-curricular activities

* Student and Staff morale

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Drug awareness programs and student harassment issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BHS recruited several CTE industry experts to grow the program. (Body Shop, video Tech and Cosmetology)

BISD offers a mentor/buddy for all new staff members.

Staff Quality, Recruitment, and Retention Strengths

BISD is in the 2nd year for the mentor/buddy system with timely training/activities to support new staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We continue to have issues with recruiting quality English teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS Resource System provides a strong foundation for our curriculum. The House Bill 5 foundation curriculum and endorsement areas will drive our class offering and scheduling. We are currently increasing our dual credit offerings on campus. DMAC allows us to monitor assessments and instruction.

Curriculum, Instruction, and Assessment Strengths

Curriculum cooperative alignment documents are strong.

HB5 Foundation program and Endorsements - multiple pathways for all students.

Curriculum and instruction director is very involved and plans with teachers.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Common and formative assessments need continual improvement, especially with PBL. Continue with the emphasis on student engagement.

Parent and Community Engagement

Parent and Community Engagement Summary

Our attendance for meet the teacher night before school was very good for the second year in a row. It appears that parents show up for specialized events such as booster club meetings, ARDs and extracurricular events.

Parent and Community Engagement Strengths

Support from our community in partnering with BHS.
Strong parental involvement in school activities, booster club organizations.
Good parental attendance for ARD meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Activities to involve parents in instructional matters.

School Context and Organization

School Context and Organization Summary

BHS has a strong Operations Team, CIT, and has reorganized PLT's as CTMs. Input from staff members is valued in making campus related decisions.

School Context and Organization Strengths

BISD and BHS support system
Committees with a voice
High achievement expectations
Climate of respect and belonging

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Increase Student/Parent voice.

Technology

Technology Summary

Our C4 class help tremendously with the technology needs of our campus.

We ahve Google Chrombooks on a one to one basis. The students have adjusted well to the use of the Chromebooks. Early signs point to a positive change from the IPADs.

Technology Strengths

Chrombooks one to one wht students and staff.

Exec. Director, Innovative Learning and Technology works hard to enable campuses with the tools needed to serve the students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue to train staff on effective integration of technology in the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 13, 2019

Goal 1: As a learning community, we will develop and embrace a growth mindset that continuously stimulates collaboration, creativity, critical thinking, and communication.

Performance Objective 1: The learning environment at BHS will value student voice and choice and collaboration through Project Based Learning.

> **Evaluation Data Source(s) 1:** Project Based Learning activities, both separately and together, will be developed and attempted in a non judgmental approach.
>
> **Summative Evaluation 1:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Maintain the hybrid block schedule to promote PBL and maximize tutorial time.	Campus Principal	Maximize time for student collaboration on projects and provide time for academic help.		32%		→
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7 2) Maintain common conference periods for each teacher in Math, Science, English and Social Studies to discuss research-based strategies and ideas for professional development to improve student achievement.	Campus Principal, registrar, counselors	Master schedule reflecting common planning periods.		29%		→

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 3) BHS will continue to maintain a systematic Response to Intervention program in math and reading to include progress monitoring.	Campus Principal, AP's and teachers.	Use of Inside Algebra curriculum for math and Super Success time for english with summative assessments.		30%		→
	Funding Sources: 6100 Payroll Costs - 45000.00					
4) BHS will continue to offer Library Tutorial nights twice every week throughout the year. Certified teachers in the core areas of math, English and science will be present to tutor.	Campus Principal, teachers	Sign in sheets, improved passing percentages		100%	100%	100%
	Funding Sources: 211 Title 1 Funds - 8400.00					
Comprehensive Support Strategy 5) BHS will implement ABYDOS, systematic writing program and train teachers in the use of supplemental aides for spec ed students.	Campus Principal	Improved EOC results		47%		→
	Funding Sources: 6100 Payroll Costs - 0.00					
6) BHS will continue to offer ESL courses taught by a certified ESL instructor, or content based ESL taught by sheltered-instruction trained teacher, for our ELL students and migrant students to support their transition and learning.	Campus Principal, Sheri Booker and ESL instructors	Identified students enrolled in ESL classes. Grades of ESL students in their regular classes.		56%		→
	Funding Sources: 6100 Payroll Costs - 5900.00					
7) Increase staff knowledge of Professional Learning Communities (PLC).	Campus Principal and AP's	Google documentation form, Essential Learning Targets		52%		→

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue
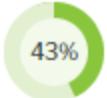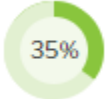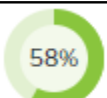
Goal 2: Create an environment to retain staff at all levels.

Performance Objective 1: BISD will develop and implement a more thorough new teacher orientation and mentorship program.

Evaluation Data Source(s) 1: New teacher surveys and retention rate.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Assign mentor and buddy to all new teachers.	Central office, Principal and Assistant Principal	Retain teachers at a higher rate		43%		
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Training will be provided for teachers in the area of Title I, Confidentiality, Continuous Improvement Plan (CIP), federal/state laws, access to general curriculum, Gifted/Talented, Discipline Flow Chart for Special Education students and transition services.	Director of Special Pops, Director of Curriculum, Principal and Assistant Principals	Yearly survey, agendas from faculty meetings, GT EOY report, Staff Development attendance logs from Principal Quarterly Report		35%		→
Critical Success Factors CSF 3 CSF 7 3) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in posting vacancies in multiple sites and organizations.	Human Resources, Principals and Assistant Principals	EOY survey to measure attitude towards collaboration.		38%		→
Critical Success Factors CSF 1 CSF 3 CSF 7 4) Assist teachers in maintaining or attaining certification through alternative programs, GT certifications, ESL certifications, coursework, and TEXES testing.	Principal	Increase in ESL, GT certificates as well as an increase in teachers in ACP.		58%		→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment.

Performance Objective 1: BHS will reduce the percentage of student discipline incidents by 10%

Evaluation Data Source(s) 1: BHS reduced discipline referral.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Adhere to consistent classroom discipline practices and uniform use of the Principal's Behavior and Consequences Chart.	Principal and Assistant Principals	Reduced number of discipline incidents on Principal Report		69%		→
2) Continue character education curriculum to improve student behavior.	Counselors, Principal and Assistant Principals	Surveys and reduced discipline referrals.		0%		→
3) Continue effective parent communication regarding discipline.	Principal and Assistant Principal	Survey results.		38%		→
4) Grade level assemblies to encourage good choices and behavior.	Principal	Reduced discipline referrals		44%		→
5) BHS will utilize the BISD DAEP for students requiring mandatory or discretionary placement for severe or pervasive conduct violations.	Principal and DAEP Director	Decreased number of placements to DAEP and a reduction in repeat placement to DAEP.		51%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Transform learning spaces to optimize student learning in a safe and secure environment.

Performance Objective 2: Provide a safe environment for all students to include a detailed plan for evacuation, reporting and dealing with bullying incidents, suicide prevention, dating violence and the various forms of harassment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:
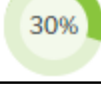
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evacuation/shelter plans in every room. Conduct drills to ensure readiness.	Principal, assistant principal, campus safety coordinator and all staff.	Number of safety incidents reported.		32%		→
2) Security cameras will be monitored to ensure campus safety.	Principal and assistant principals	Number of safety incidents reported.		34%		→
3) BHS will implement the district developed and adopted bullying prevention plan.	Admin team and district safety coordinator	Decrease in bullying reports		41%		→
4) BHS will provide staff and student training on bullying prevention and coping skills utilizing guest speakers and campus personnel.	Principal, guest speakers, student council sponsors	Guest speaker JC Pohl, faculty training/notes, assembly notes and decrease in reported bullying incidents.		55%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: The district will create parent/community partnerships to promote opportunity, innovation and growth for all learners.

Performance Objective 1: Improve the organizational structure to increase parent involvement.

Evaluation Data Source(s) 1: BHS continues to use school messenger to notify parents of various events, deadlines and other important information. BHS also uses the website and multiple social media platforms to communicate effectively.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to develop and implement effective parent/teacher communication processes to include mail outs and electronic communication to parents.	Principals and assistant principals	Parent survey, school messenger call log report. Facebook and Twitter		48%		→
2) Teachers will provide syllabus and classroom expectations to include rules, tutorial times and homework policies.	Principal and department heads	Improved responses on parent surveys		39%		→
3) Continue to develop and implement community programs to be used on campus to include the public component of Project Based Learning.	Principal, Innovative Specalist	More public/community involvement in the PBL process.		52%		→
4) BHS will conduct numerous meetings in the spring each year to inform parents of graduation requirements and to update each students personal graduation plan.	Principal and counselors	Agendas and sign in sheets with students and parents		70%		→
5) BHS will hold a Title I parent meeting in the fall to inform parents of the BHS school wide plan.	Principal	Meeting notes, agenda, and sign in sheets				→
6) BHS will solicit participation and input from parents and community members through the campus based decision making teams.	Principal	Parent and community membership on campus decision making team.		30%		→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Maintain common conference periods for each teacher in Math, Science, English and Social Studies to discuss research-based strategies and ideas for professional development to improve student achievement.
1	1	3	BHS will continue to maintain a systematic Response to Intervention program in math and reading to include progress monitoring.
1	1	5	BHS will implement ABYDOS, systematic writing program and train teachers in the use of supplemental aides for spec ed students.

Title I Personnel

Name	Position	Program	FTE
Laurie Lamb	Teacher	Title I Math	1.0

Campus Improvement Team

Committee Role	Name	Position
Administrator	Vance Morris	Principal
Administrator	Sheri Booker	Assistant Principal
Classroom Teacher	Lulu Skinner	Teacher
Classroom Teacher	Brad Avens	Teacher
Classroom Teacher	Scot Green	Teacher
Classroom Teacher	Brian Beeson	Teacher
Classroom Teacher	John Mitchell	Teacher
Classroom Teacher	Paige Moore	Special Ed Teacher
Classroom Teacher	Tracy Stringfellow	Teacher
Classroom Teacher	Julie Lewis	Teacher
Parent	Jill Fournier	Parent
Parent	Kendra King	Parent
Business Representative	Matt Patterson	Business Representative
Business Representative	Steven Booker	Business Representative
Community Representative	David Nix	Community Member
Committee Member	Aaron King	Community Member

Campus Funding Summary

6100 Payroll Costs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$45,000.00
1	1	5			$0.00
1	1	6			$5,900.00
				Sub-Total	$50,900.00

211 Title 1 Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$8,400.00
				Sub-Total	$8,400.00
				Grand Total	$59,300.00