Burkburnett Independent School District

Burkburnett Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mission of Burkburnett Independent School District

An environment of exploration where WE: discover the value of learning, increase passion, and maximize potential.

Vision of Burkburnett Independent School District

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

Vision

Vision of Burkburnett Middle School

Collaboratively working to inspire a culture of success for ALL.

Core Beliefs

At Burkburnett Middle School, we strive to create a culture where our students feel safe and engaged in their learning. Working in partnership with you, we will prepare our students for any challenges they may face. We know that at BMS all students can achieve when provided the means to do so.

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Comprehensive Needs Assessment

Revised/Approved: September 29, 2021

Demographics

Demographics Summary

Burkburnett Middle School has an enrollment of 721 students encompassing grades 6-8. The student population consist of 1.2% American Indian, 1.7% Asian, 6.7% African American, 65.6% White, 16.8% Hispanic/Latino, 0.4% Pacific Islander, and 7.6% two or more races. BMS is 44.9% Economically Disadvantaged, 14.6% Special Education, 8.7% Gifted and Talented, and 53.3% At-Risk. We serve 87 504 students, 11 EL students, and 104 military connected students.

The campus staff consist of 5.4% African American, 2.6% Hispanic, 90.3% White, and 1.8% American Indian for a total of 70 staff members.

Demographics Strengths

About one-third of our BMS students are affiliated with Sheppard Air Force Base.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BMS has a high student mobility rate. **Root Cause:** Many students come from military families associated with Sheppard Air Force Base.

Student Learning

Student Learning Summary

MAP growth tests for winter (mid-year) 2020-2021 indicated the following achievement data based on normed comparative reports.

Math:

- Math 6-8 -Below target

Reading

- Grades 6-8 - On target

Language Use (Writing)

- Grades 6-8 - On target

Science

- Grades 6-8 - Slightly below target

Student Learning Strengths

BMS is focusing on data driven instruction using the TIL program. This school year will focus on Math and ELA and will expand into the Science and Social Studies content areas next year.

Other learning strengths:

*PBL

*CTM

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Learning gaps in students. **Root Cause:** Many students were virtual due to Covid - therefore creating larger learning gaps in their academics.

School Processes & Programs

School Processes & Programs Summary

BMS programs that have been implemented:

*Collaboration among both students and staff to increase the level of instruction

*TIL program to increase culture within BMS by implementing student greetings between class periods

*Project-based learning

*CTM

School Processes & Programs Strengths

 *Collaborative teaming

*PBL

*RTI built into the school day

*CTM

*TIL DDI and Culture program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: BMS began working with Region 9 during the summer to be part of the TIL DDI/School Culture program. For the 2021-2022 school year, DDI will be focused primarily on Math and ELAR. **Root Cause:** To help teacher learn how to effectively look at data to guide instruction.

Perceptions

Perceptions Summary

BMS puts a great emphasis on collaboration and building relationships with students. CTM is used as a weekly time for teachers to work together to build instructional activities, planning and using data to inform instructional practices. We have a strong belief that ALL students can learn.

Perceptions Strengths

*CTM time is scheduled into the school day - meetings are held weekly.

*Relationship building with students to ensure they have a safe and secure learning environment.

*Instructional decisions are guided by student data.

Priority Problem Statements

Problem Statement 1: Learning gaps in students.

Root Cause 1: Many students were virtual due to Covid - therefore creating larger learning gaps in their academics.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Goals

Goal 1: Provide staff development over Data Driven Instruction (DDI) for Math and ELAR teachers to allow for data to drive instructional practices.

Performance Objective 1: Data Driven Instruction professional development will be provided to campus administration and core content teachers to build capacity in using student data to drive instructional practices and decision making. DDI will focus on Math and ELAR for this school year.

    Targeted or ESF High Priority

    Evaluation Data Sources: DMAC common formative and summative assessments, MAP testing, STAAR testing

Strategy 1 Details	Reviews			
Strategy 1: BMS will be trained by Region 9 on TIL DDI practices to ensure that teachers know how to use data to guide instructional practices within the classroom and how to have effective data meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student learning				
Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely, Andrew Bowers Instructional Specialists: Chelsea Lerma Core Content Teachers				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Use MAP data to guide instructional decisions in order for students to show growth over the course of the school year.

Performance Objective 1: CTMs will be used to disaggregate data twice a month in order to guide instruction using DDI initiative.

Evaluation Data Sources: DMAC common formative and summative assessments will be created using district guidelines for writing assessments, MAP testing data

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Data Driven Instruction (DDI) practices through Texas Instructional Leadership (TIL). Focus will be on Math and ELAR for current school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close learning gaps by showing growth in essential TEKS.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Instructional Specialist: Chelsey Lerma Core Content Teachers				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use results from data disaggregation to identify students needing reteaching and/or intervention for all core content areas. Data can be pulled from Exact Path from Study Island, CFAs, exit tickets, informal assessments, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased identification of students needing additional instruction.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Instructional Specialist: Chelsey Lerma Core Content Teachers				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Use MAP data to guide instructional decisions in order for students to show growth over the course of the school year.

Performance Objective 2: BMS will provide a system of effective, timely and additional support services that removes barriers to student success for students in at-risk situations and in advanced academic programs.

    Evaluation Data Sources: Math and Reading scores of At-Risk students. RTI documentation per student and student grades.

Strategy 1 Details	Reviews			
Strategy 1: Provide extended learning opportunities using accelerated classes for At-Risk students who failed math and reading STAAR tests for grades 6-8.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased assessment success for at-risk students and improved daily grades. Improved math and reading scores of at-risk students.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Fundamentals Math teachers and LLI teachers				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: BMS will continue to utilize Response to Intervention (RTI) in the daily schedule for students identified as struggling.	**Formative**			**Summative**
Strategy's Expected Result/Impact: RTI documentation per student, reduced failure rates, and improved foundational skills for students.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers All staff				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: BMS will hold before and/or after school tutorials and use Activity Period for identified students that will be targeted and content specific.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student grades, increased completion of outside assignments	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All certified staff Administration				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Use MAP data to guide instructional decisions in order for students to show growth over the course of the school year.

Performance Objective 3: Campus accountability measures will be based on evidence of student learning, and will encourage continued professional learning.

Targeted or ESF High Priority

Evaluation Data Sources: Student learning will be measured by common formative and summative assessments developed by teachers. ELA will develop and measure students growth using writing skills. State accountability will be used as one measure of students acquisition of minimal skills.

Strategy 1 Details	Reviews			
Strategy 1: BMS will use CTM time to work together to insure that student assessments are measuring essential learning targets and that data from these assessments is being used to insure all students are learning each essential learning target.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students attainment of essential learning will improve. This improvement will be shown on assessments, MAPP testing, and STAAR. **Staff Responsible for Monitoring:** Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Core Content certified staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 1: Physical education classes, health classes, and athletics will be used to promote physical health and well-being for all students. Mental and social health will be addressed during guidance lessons provided by the counselors each six weeks to all students as well as 6th Grade Impact Class.

Evaluation Data Sources: Students active participation in physical activity during PE classes and athletics. Overall knowledge of students in learning about how to maintain healthy lifestyle. Information from counselors regarding student referrals for mental and social well-being of students will be used to evaluate students mental and social health.

Strategy 1 Details	Reviews			
Strategy 1: Presentations through ELA classes during guidance lessons focusing on mental and social health and coping skills for students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased coping skills for students in social situations. **Staff Responsible for Monitoring:** Counselors: AnnMarie McMillan and Kristi Miller Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 2: To increase attendance rate for all students by 1% for the 2021-2022 school year.

    Evaluation Data Sources: Attendance report

Strategy 1 Details		Reviews			
Strategy 1: Campus will implement a student incentive program to improve attendance, tardies, discipline, and academic achievement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction in absences, tardies, discipline referrals, and missing assignments. **Staff Responsible for Monitoring:** Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers **ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 3: Improve students mental health with counseling. Decrease the number of students leaving campus for mental health issues issues by 5%.

    Evaluation Data Sources: Percentage of students needing mental health care. Staff development presentation with sign in sheet.

Strategy 1 Details			Reviews			
Strategy 1: Increased professional development in identification of students with mental health issues.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in mental health identification and counseling.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School counselors: AnnMarie McMillan and Kristi Miller At-Risk Counselor Administration **ESF Levers:** Lever 3: Positive School Culture						
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue			

Goal 3: Provide students with resources and strategies to promote physical, mental, and social health.

Performance Objective 4: Improve students social health with programs stressing character and bullying education as well as coping skills. Decreasing the number of bullying cases.

Evaluation Data Sources: Percentage of students reporting bullying and unkind behavior.

Strategy 1 Details	Reviews			
Strategy 1: Speaker talking to students about dangers of bullying, sensitivity training, and how to cope with difficult situations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in bullying and harassment among students. **Staff Responsible for Monitoring:** Principal: Tiffany Ballard Assistant Principals: Taniqua Blakely and Andrew Bowers Counselors: AnnMarie McMillan and Kristi Miller SRO: Officer Ikler				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: BMS will provide parent/community partnerships to provide educational learning opportunities for parents on how to protect their students in a digital world.

Performance Objective 1: Evening parent meetings will be provided in the Fall and Spring to teach parents about how students are using social media.

    Evaluation Data Sources: Parent turnout and outreach to parents.

Strategy 1 Details	Reviews			
Strategy 1: Educate parents on how the apps works, how to protect their students in a digital society, and the dangers surrounding social media for teens.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Create a partnership with parents to teach students the dangers surrounding social media and how to protect students.
     Staff Responsible for Monitoring: Chief Stubblefield and Office Ikler
 Counselors: AnnMarie McMillan and Kristi Miller
 Principal: Tiffany Ballard
 Assistant Principals: Taniqua Blakely and Andrew Bowers
     ESF Levers: Lever 3: Positive School Culture				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Provide staff development which will enhance the quality of teaching, develop highly trained teachers, and retain quality staff members. Increase retention rate by 2% for next school year.

Performance Objective 1: Improve content area knowledge and communication through department meetings and CTM.

Evaluation Data Sources: Sign in sheets and agendas from campus professional development. End of year survey data. Vertical alignment and teacher retention rates.

Strategy 1 Details			Reviews		
Strategy 1: Improve content area knowledge and communication through department meetings and CTMs.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in student achievement.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Department heads and Design Team members				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

State Compensatory

Budget for Burkburnett Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 462.5
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Burkburnett Middle School

Name	Position	FTE
AnnMarie McMillan	Counselor	NaN
Deanna Penner	Teacher	NaN
Kaleena Jenkins	Teacher	NaN
Kari Harden	Teacher	NaN
Katie Welch	Teacher	NaN
Kristi Miller	Counselor	NaN
Larissa Parkey	Paraprofessional	NaN
Lori Moore	Paraprofessional	NaN
Parker Long	Teacher	NaN

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive needs assessment was discussed on April 28, 2021 Campus Improvement Team meeting for the 2021-2022 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan was development in September 2021 with the Campus Improvement Team.

2.2: Regular monitoring and revision

Campus Improvement Plan was assessed and discussed on September 29, 2021 at the Campus Improvement Team meeting.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available in the BMS office and is posted on the BMS website.

2.4: Opportunities for all children to meet State standards

BMS will provide all students a viable and guaranteed curriculum. This is done through the use of TEKS notebooks to ensure that readiness standards are being taught and TEKS Resource System is used to ensure all standards are taught on grade level. Teachers use the PLC process to dissaggregate student data so that adequate progress for each student is guaranteed.

2.5: Increased learning time and well-rounded education

Students are given many opportunities to learn at the level where they are academically. Students are also given many elective opportunities such as Band, Choir, Athletics, Outdoor Education, Art, Robotics, Spanish, Principles of AV, and Principles of Ag.

2.6: Address needs of all students, particularly at-risk

Embedded time in school day for students needing additional academic support. Before and after school tutorials can be setup by teachers for additional support.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement policy was sent through School Messenger system. Policy is also posted on BMS website in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Opportunities are provided throughout the school year giving parents the opportunity to be involved in their students learning.

Title I Personnel

Name	Position	Program	FTE
Deanna Penner	Math Teacher	Math Fundamentals - 7th & 8th Grade	1.0
Kaleena Jenkins	ELAR Teacher	LLI	0.125
Kari Harden	Math Teacher	Math Fundamentals - 6th Grade	0.25
Katie Welch	ELAR Teacher	LLI	0.125
Larissa Parkey	504 Paraprofessional	504	1.0
Parker Long	ELAR Teacher	LLI	0.125

Campus Improvement Team

Committee Role	Name	Position
Administrator	Tiffany Ballard	Principal
Classroom Teacher	Erin Williams	ELA Teacher
Classroom Teacher	Savannah Mass	Social Studies Teacher
Classroom Teacher	Emily Birk	Science Teacher
Classroom Teacher	Tracy Duff	Math Teacher
Classroom Teacher	Max Salazar	Fine Arts Teacher
Classroom Teacher	Lindsey Thompson	Special Populations Teacher
Non-classroom Professional	AnnMarie McMillan	Counselor
District-level Professional	Audrey Ash	Asst Superintendent of Curriculum and Instruction
Parent	Holly Hudson	Parent
Parent	Meredith Burnett	Parent
Business Representative	Mark Mackey	Business Representative
Business Representative	Deanna Erskine	Business Representative
Community Representative	Holly Roberts	Community Representative
Community Representative	Paul Fisher	Community Representative