

Burkburnett Independent School District

Burkburnett High School

2022-2023 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

Burkburnett HS serves approximately 850 students grades 9 through 12. The student population mirrors the district and is approximately 7.2% African American, 16.6 Hispanic, 65.6% White, 3.3% American Indian, Asian, and Pacific Islander, and 7.3% two or more races. The campus is 45% economically disadvantaged, and 41% At-Risk. The campus mobility rate is at 15.4%. Because of our connection to Sheppard Airforce base we have many students moving in and out. Average class size 9-12 is 15 students per class. The campus attendance rate has held steady at 95% for a three year period. This matches up with the state average over the same time period. The campus drop out rate for the 2018-2019 school year is 3.7%. The state average is 6.4%. The graduation rate for the class of 2019 was 94 % as compared to the states 90% rate.

Burkburnett HS has a total staff of 99 people. 74 staff members are teachers and 24 are professional support. 2.9% of teachers are African American, 10.8% Hispanic, 83.5% white. 55.1% of teachers are female. 41.2% of teachers have a masters degree or higher.

In 2020, Burkburnett, TX had a population of 11.2k people with a median age of 41.2 and a median household income of \$48,059. Between 2017 and 2018 the population of Burkburnett, TX grew from 11,100 to 11,170, a 0.631% increase and its median household income declined from \$50,112 to \$48,059, a -4.1% decrease.

The 5 largest ethnic groups in Burkburnett, TX are White (Non-Hispanic) (81.6%), White (Hispanic) (5.68%), Black or African American (Non-Hispanic) (4%), Other (Hispanic) (3.86%), and Two+ (Non-Hispanic) (1.4%). 0% of the people in Burkburnett, TX speak a non-English language, and 99.6% are U.S. citizens.

Demographics Strengths

Our drop out rate is low (2015 - .94%; 2016 - .60%; 2017 - 1.0%, 2018 - 0.8%) and overall our EOC scores are above the Region standards and the State standards in our subgroup areas for the last several years.

Student Learning

Student Learning Summary

According to the TAPR report for 2020-2021: In English I, 62% approached, 40% met, and 4% mastered grade level expectations. In English II, 67% approached, 53% met, and 8% mastered. In Algebra I, 69% approached, 30% met, and 13% mastered grade level expectations. In Biology, 81% approached, 56% met, and 19% mastered grade level expectations. In US History, 92% approached, 72% met, and 48% mastered grade level expectations.

STAAR was not administered in 2019-2020 due to the COVID-19 pandemic.

MAP growth tests for winter (mid-year) 2021-2022 indicated the following achievement data based on normed comparative reports.

Math:

- Alg I & Geometry -Above Target

English:

- Grades 9-11 -Below target

Language Use (Writing)

- Grades 9-11 -Below target

Project Based learning continued on all campuses at all levels despite the Covid-19 pandemic. Burkburnett High School won the District UIL academic meet in Spring 2021. The district had a 5-year graduation rate of 94.1% for the class of 2018 (lagging data).

The accountability ratings for the 2021-20221 school year for BHS was an overall campus grade of B. BHS received distinctions in all areas except for Closing the Gaps.

Student Learning Strengths

- MAP testing for Winter 2021-2022 show at or above target progress in Algebra I and Geometry.
- Burkburnett High School won the 2022 Spring UIL district meet.
- PBL projects continued at BHS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achievement in English classes, as evidenced through MAP and EOC assessments, was below target for student improvement areas. **Root Cause:** Emphasis was not placed on using data to drive decisions.

School Processes & Programs

School Processes & Programs Summary

ESF 4.1 Curriculum is aligned with TEKS resource system and there is a year long Scope and sequence in place.

ESF 5.1 and 5.3 We are a 1-1 to one technology district with a tech. integration plan specific to grade bands.

RTI and collaborative team time is embedded in the master schedule at each campus.

Our SPED programs are mostly inclusion driven. Self contained students are involved in Unified Champions program to provide quality peer interaction.

We are a 100% highly qualified district

School Processes & Programs Strengths

We have many processes and programs in place to foster collaboration and provide RTI. These processes and programs include using data to monitor student growth through various assessments and through team collaboration to assess data and adjust instruction. We have also added additional time to our SUCCESS period as well as designating SUCCESS days for math, science, and english classes for students who are struggling.

Perceptions

Perceptions Summary

The campus follows the district lead and continues to focus on 3 areas:

1. Professional Learning Communities
2. Project Based Learning
3. Community Based Accountability

We as a district believe that collaboration is the highest leverage tool to improve our students learning. Brandon Jones from Solution Tree met with District and Campus administrators and teacher leaders to discuss continued improvement in the PLC process. Regina Owens was in the district on April 21st to continue this process. Anthony Muhammad will provide beginning of the year PD for all staff in August. We are focusing on collaboration on data and using the data to drive student outcomes.

We as a campus will continue to use Project Based Learning to increase student engagement and tie learning to the real world.

The district Community Based Accountability Committee continues to develop a community based accountability system that reflects the values of our community and not a one day snapshot of learning.

As a campus our CTE programs continue to grow. The district has purchased facilities to expand our programs. A BHS fire academy will begin training students to become certified firefighters in the fall of 2021. Programs like nursing, and cosmetology are sending students in to the work force prepared to find a job.

Perceptions Strengths

- The district Community Based Accountability Committee is making great strides in providing Community Based Accountability for our district.
- CTE programs continue to grow.
- District Leaders have received training on the refocusing of the PLC process.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Current state accountability is focused on STAAR scores **Root Cause:** TEA Mandate

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS 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

Goal 1: Begin using systems in the classroom to help students take responsibility for their own learning and hold them accountable for educational progress.

Performance Objective 1: Teachers will assist students in setting goals for heir learning based off of MAP data and expectations of learning.

High Priority

HB3 Goal

Evaluation Data Sources: MAP data, Unit Assessments, CTM agendas, AIC documentation, EOC data, student reflection

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will assist students in setting goals for learning based on where the student is currently in their progress. Use of classroom writing prompts and other reflective exercises will aid students in verbalizing areas of struggle and success.</p> <p>Strategy's Expected Result/Impact: Increase in teacher effectiveness in analyzing MAP reports and increase in lesson effectiveness.</p> <p>Staff Responsible for Monitoring: Design Team, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Have added 5 minutes to SUCCESS period and developed schedule to support math, English, and science classes through SUCCESS interventions and mandatory SUCCESS attendance.</p> <p>Strategy's Expected Result/Impact: Higher rates of SUCCESS in core classes.</p>	Formative			Summative
	Oct	Jan	Mar	June

Staff Responsible for Monitoring: teachers, admin

Title I:


2.4, 2.5, 2.6


- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

-

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Improve social/ emotional supports for students to better meet their needs and improve student well-being.





Performance Objective 1: Implement and maintain drug awareness campaign designed by and for students and implement Crime Stoppers on campus.

Evaluation Data Sources: surveys, student input, student reporting of drug and alcohol use, implement Crime Stoppers

Strategy 1 Details	Reviews			
<p>Strategy 1: BHS will work to develop an anti-drug campaign designed by students to aid in helping students make better choices.</p> <p>Strategy's Expected Result/Impact: Faculty training/notes, assembly notes and decrease in reported drug issues</p> <p>Staff Responsible for Monitoring: Principal, guest speakers, PALS and STUCO sponsors</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Recruit, train, and retain high quality staff.





Performance Objective 1: Assist the district in establishing practices and processes to foster staff recruitment and retention of high quality staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign mentor and buddy to all new teachers. Sign monthly meeting documents. Strategy's Expected Result/Impact: Retain teachers at a higher rate Staff Responsible for Monitoring: Central office, Principal and Assistant Principal Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 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. Strategy's Expected Result/Impact: Yearly survey, agendas from faculty meetings, GT EOY report, Staff Development attendance logs from Principal Quarterly Report Staff Responsible for Monitoring: Director of Special Pops, Director of Curriculum, Principal and Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in posting vacancies in multiple sites and organizations. Strategy's Expected Result/Impact: EOY survey to measure attitude towards collaboration. Staff Responsible for Monitoring: Human Resources, Principals and Assistant Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Assist teachers in maintaining or attaining certification through alternative programs, GT certifications, ESL certifications, coursework, and TEXES testing. Strategy's Expected Result/Impact: Increase in ESL, GT certificates as well as an increase in teachers in ACP. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Recruit, train, and retain high quality staff.

Performance Objective 2: Increase the capacity of teachers to facilitate collaboration and implementation of quality lessons which will result in a decrease in teacher attrition.

Evaluation Data Sources: teacher attrition rates and culture surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Development and utilization of highly functioning collaborative teacher teams will increase teacher efficacy and allow teammates to share experiences and workloads.</p> <p>Strategy's Expected Result/Impact: Better prepared, less stressed teachers.</p> <p>Staff Responsible for Monitoring: All certified staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, train, and retain high quality staff.

Performance Objective 3: Begin system of Restorative Discipline practices to aid staff in classroom management supports.

High Priority

Evaluation Data Sources: Decrease in office referrals, increase in teacher effectiveness in regards to dealing with behavior issues in class.





Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff in Restorative Practices and implement system on campus to address student behavior needs with students and parents as they arise through conferences including students, admin, counselors, teachers and parents.</p> <p>Strategy's Expected Result/Impact: reduction in office referrals and ISS placements.</p> <p>Staff Responsible for Monitoring: teachers and admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Develop a learning partnership with parents and community members for the benefit of student learning and development.

Performance Objective 1: Promote parent involvement with communication, active participation, and partnerships with parents and local community. We will develop parent learning opportunities based off of parent input for needs and preferences.

High Priority







Evaluation Data Sources: Parent responses to surveys, attendance at Parent Involvement Events, and views of informational and instructional videos shared.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement effective parent/teacher communication processes to include mail outs and electronic communication to solicit input regarding issues and areas that parents would like more assistance or education with.</p> <p>Strategy's Expected Result/Impact: Parent survey, school messenger call log report. Facebook and Twitter</p> <p>Staff Responsible for Monitoring: Principals and assistant principals</p> <p>Funding Sources: - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BHS will hold a Title I parent meeting in the fall to inform parents of the BHS school wide plan, date TBD.</p> <p>Strategy's Expected Result/Impact: Meeting notes, agenda, and sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: BHS will solicit participation and input from parents and community members through the campus based decision making teams.</p> <p>Strategy's Expected Result/Impact: Parent and community membership on campus decision making team.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Work to document and streamline procedures and timelines for recruitment into CTE courses/ programs.

Performance Objective 1: Increase the number of completers through CTE programs and provide students increased opportunities for IBC and work-based learning.

Evaluation Data Sources: CTE eval data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a calendar with benchmark and time table goals to notify stakeholders of opportunities and processes.</p> <p>Strategy's Expected Result/Impact: Increase in number of students enrolling in CTE programs and an increase in their understanding of programs and benefits of CTE programs.</p> <p>Staff Responsible for Monitoring: Principal, CTE Coordinator, CTE teachers</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increased family/community engagement opportunities for knowledge of CTE programs.</p> <p>Strategy's Expected Result/Impact: Increase in number of students enrolling in CTE programs and an increase in their understanding of programs and benefits of CTE programs.</p> <p>Staff Responsible for Monitoring: Principal, CTE Coordinator, CTE teachers</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Burkburnett High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 238.9

Brief Description of SCE Services and/or Programs

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Personnel for Burkburnett High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adria Perez	Social Worker	NaN
Allyson Buchanan	Math Teacher	12.5
Christiana Hallwachs	Teacher	NaN
John Starling	Teacher	12.5
Kirsti Degelia	Teacher	12.5
Melissa Hardman	Counselor	NaN
Rachel Long	Teacher	0.7
Shane Dunn	Teacher	0.7
Shannon Johnston	Counselor	NaN
Susan Cooper	Teacher	NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Hinson	Teacher	RTI Math	12.5
Mark Schroeder	College and Career Counselor	Title I	100%
Robyn Little	Teacher	RTI English	12.5
Stephanie Offield	Teacher	RTI English	12.5

Campus Improvement Team

Committee Role	Name	Position
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
Business Representative	Matt Patterson	Business Representative
Committee Member	Aaron King	Community Member
Administrator	Jason Nolan	Principal
Administrator	Greg Darden	Associate Principal
Parent	Travis Barnes	Parent
Community Representative	Mike Wenk	Community Member
Community Representative	Joe Johnston	Business Member
Parent	Mandy Reed	Parent